DOCUMENT RESUME

ED 322 240 UD 027 160

AUTHOR Fernando, Fernandez R.
TITLE Characteristics of Hispanic High School Students. Five Cities High School Dropout Study.
INSTITUTION ASPIRA Association, Inc., Washington, DC. National Office.
SPONS AGENCY Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; Social Science Research Council, New York, N.Y.
PUB DATE 89
NOTE 200p.; Chart Essay prepared under the direction of the Chart Essay Resarch Group. Printed on colored paper. For related documents, see UD 027 161-162.
AVAILABLE FROM Aspira Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($20.00, quantity discount).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Community Characteristics; Dropout Research; *Family Characteristics; *Grade 9; High Risk Students; High Schools; *High School Students; Hispanic Americans; Institutional Characteristics; Questionnaires; *Student Characteristics; *Urban Schools; Urban Youth
IDENTIFIERS *Hispanic American Students; Research Suggestions

ABSTRACT

This document, presented in chart essay form, reports findings of a study of the individual, family, school, and community characteristics of Hispanic ninth grade students enrolled in predominantly minority high schools in major American cities in 1986-87. The findings represent an essential firt step in ascertaining why Hispanic students stay in or drop out of school. The survey sample comprised 706 ninth grade Hispanic students randomly selected from 7 high schools in 5 cities to form a stratified sample representing the following 4 largest Hispanic groups in the United States: (1) Mexican Americans; (2) Puerto Ricans; (3) Cubans; and (4) Central Americans. A questionnaire, administered in 1986, gathered data on more than 300 specific variables. Responses to each survey question are reported in the form of a chart of statistical data accompanied by comments on trends and are grouped by the following major topics: (1) student characteristics; (2) parent characteristics; (3) language usage; (4) school environment; (5) school issues; (6) homework and studying; (7) academic concerns; (8) working; and (9) future plans. A summary of the most frequently given responses is included for each topic. Common characteristics and differences among the four groups are summarized. The following recommendations for future research are suggested: (1) the similarities and differences among groups provide the framework to inform policy making and guide future research; (2) a one-day invitational seminar should be convened to explore policy implications of the findings; and (3) a future research agenda should be identified linking student retention status at the close of 1988-89 with the data compiled during 1986-87. Explanations of the sampling design and the questionnaire design are appended. (FMW)

ASPIRA FIVE CITIES HIGH SCHOOL DROPOUT STUDY

Ricardo Fernández, Ph.D.
Project Director
Associate Professor
Department of Educational Policy and Community Studies
School of Education
University of Wisconsin – Milwaukee

Kathryn Henn-Reinke, Ph.D.
Assistant Project Director
Assistant Professor
Department of Education
Alverno College
Milwaukee, Wisconsin

LEAD RESEARCH CONSULTANTS

CHICAGO
John Attinasi, Ph.D.
Director, Bilingual Teacher Education Program
Indiana University–Northwest
Gary, Indiana

MIAMI
Rodolfo Cortina, Ph.D.
Professor of Modern Languages
Florida International University
Miami, Florida

MILWAUKEE
Kathryn Henn-Reinke, Ph.D.
Assistant Project Director
ASPIRA School Dropout Study
University of Wisconsin–Milwaukee
Milwaukee, Wisconsin

NEWARK
Elsa Núñez-Wormack, Ph.D.
Associate Dean of Faculty
CUNY–College of Staten Island
Staten Island, New York

SAN ANTONIO
María del Refugio Robledo, Ph.D.
Director of Training
Intercultural Development Research Association
San Antonio, Texas

ASPIRA Association, Inc.

Institute for Policy Research

FIVE CITIES HIGH SCHOOL DROPOUT STUDY:

Characteristics of Hispanic High School Students

Ricardo Fernández, Ph.D.
Project Director

Kathryn Henn-Reinke, Ph.D.
Assistant Project Director

Janice Petrovich, Ed.D.
National Executive Director
ASPIRA Association, Inc.

ADDITIONAL RESEARCH CONSULTANTS

Cristobal Berry-Cabán, Ph.D.
President
Atlantic Resources Corporation
McLean, Virginia

Frank Besag, Ph.D.
Professor, Department of Educational Policy
and Cultural Foundations
University of Wisconsin–Milwaukee

M. Marc Thomas, M.A.
Research Specialist, Academic Affairs
University of Wisconsin–Milwaukee
Milwaukee, Wisconsin

William Velez, Ph.D.
Associate Professor of Sociology
University of Wisconsin–Milwaukee
Milwaukee, Wisconsin

The CHART ESSAY *was prepared under the direction of*

The CHART ESSAY Research Group

James F. McNamara, Ph.D.
Professor, Educational Adminstration and Educational Psychology

and

James L. Parsons, M.S.
Research Associate, Department of Educational Psychology

College of Education
Texas A&M University
College Station, Texas

Copyright © 1989
All Rights Reserved

UNIVERSITY OF WISCONSIN MILWAUKEE

Department of Educational Policy and Community Studies
School of Education

UWM

September 1, 1989

Dr. Janice Petrovich
National Executive Director
The ASPIRA Association, Inc.
1112 16th Street, N. W., Suite 340
Washington, D. C. 20036

Dear Dr. Petrovich:

I am pleased to submit the attached chart essay, *Five Cities School Dropout Study: Characteristics of Hispanic High School Students.* Consistent with the intent of the ASPIRA Association, Inc.'s *Five Cities School Dropout Study,* which was funded by the Committee on Public Policy Research on Contemporary Hispanic Issues of the Inter-University Program for Latino Research and the Social Science Research Council in 1985, this inquiry addresses three major research questions:

1. What roles do community, family, school and individual student characteristics play in students' decisions to drop out or stay in school?

2. How are these characteristics likely to differ among the major Hispanic student groups?

3. Do these differences, if detected, provide additional information regarding the students' decisions to drop out or stay in school?

These findings represent an essential first step in data collection and analysis for seeking answers to why Hispanic students stay in or drop out of school.

It is anticipated that researchers will make further use of the comprehensive database developed by this study, which contains over 300 specific variables for a sample of 706 students selected to represent the experiences of Hispanic students enrolled in predominantly minority high schools in major U. S. cities.

Sincerely,

Ricardo R. Fernandez, Ph.D.
Associate Professor
Principal Investigator

Enderis Hall • PO Box 413 • Milwaukee, WI 53201

414 229-4323
414 229-5597

The ASPIRA Association, Inc.
gratefully acknowledges
the encouragement and financial contributions
of the following organizations
for making this project possible

Committee for Public Policy Research on Contemporary Hispanic Issues
Inter-University Program for Latino Research
Social Science Research Council

Anheuser-Busch Companies Inc.

Additional support for this publication was provided by the
U.S. Department of Education

DESIGN OF THE INQUIRY

The purpose of this inquiry is to describe the individual, family, school, and community characteristics of Hispanic ninth grade students enrolled in predominantly minority high schools in major U. S. cities. Consistent with the objectives of the ASPIRA Association, Inc. Five City School Dropout Study findings reported in this chart essay represent an essential first step for seeking answers for why Hispanic students stay in or drop out of school.

Sampling Design. The survey sample for this inquiry is comprised of 706 ninth grade Hispanic students randomly selected from seven high schools located in five of the nation's largest cities. This stratified sample design yields student profiles for the four largest Hispanic groups in the United States: Mexican Americans, Puerto Ricans, Cubans, and Central Americans. The specific features of this scientific sample are documented in Appendix A.

Questionnaire Design. The student responses summarized in this analysis were collected in the Fall of 1986 using the Five City School Dropout Study questionnaire described in Appendix B. This nine-part questionnaire (with special attention given to using factors specified in the *High School and Beyond* database and in other studies dealing specifically with the Hispanic dropout phenomenon) afforded each student an opportunity to share information on more than 300 specific variables. Information from all variables was used to construct this chart essay.

Organization of the Report. The chart essay findings are presented in ten sections. Each of the first nine sections charts student responses to the items in a single part of the questionnaire. The final entry in each section is a summary of these responses. The tenth section is divided into three parts. The first two parts summarize the findings of the entire questionnaire. Taken collectively, these two parts identify 42 specific variables that highlight the most significant similarities and differences across the four Hispanic groups examined in the study. The third part, entitled Next Steps, recommends three activities to continue this line of inquiry.

This organization is reflected in the Table of Contents which follows. The Table of Contents may also be used to get a sense of the types of questions utilized in each of the nine parts of the questionnaire.

NOTES

TABLE OF CONTENTS

Section One: Student Characteristics

The first 22 questions are designed to gather information about demographics, school attendance, race-ethnicity, student activities, and perceptions about the attitudes of friends and classmates of this sample of ninth grade Hispanic students.

Question 1	What is your gender?	17
Question 2	How old are you?	18
Question 3	Where were you born?	19
Question 4a	Were you born outside of the mainland United States?	20
Question 4b	How old were you when you first arrived in the U. S.?	21
Question 5	How long did you live outside of the mainland U. S.?	22
Question 6	What grade did you attend when you first arrived in the U. S.?	23
Question 7	Did you complete any grades in schools outside of the U. S.?	24
Question 8	Did you complete grades outside of this state?	25
Question 9	What is your race?	26
Question 10	What is your ethnic background?	27
Question 11	Which of the following activities do you do?	28
Question 12	Have you received any awards, honors or recognitions?	29
Question 13	Have you participated in any community activities?	30
Question 14	Have you participated in any leadership activities?	31
Question 15	Name two or three things that you do well?	32
Question 16	Have you ever been stopped and questioned by the police?	33
Question 17	Have you ever been arrested and booked?	34
Question 18	What is the ethnic background of most of your friends?	35
Question 19	Do you have any friends who left school because of pregnancy?	36
Question 20	How many of your close friends do the following?	37
Question 21	How many of your classmates do the following?	38
Question 22	Who is living at home with you now?	39
Summary of Section One Findings		**41**

Demographic characteristics of students and peer behavior and attitudes are often cited as determinants of school success.

TABLE OF CONTENTS

Section Two: Parent Characteristics

The second section provides basic demographic data about the parents of the ninth grade Hispanic students in the U. S. urban school sample, as well as information about interaction with parents, parental expectations, home rules and regulations, and school visitation.

Question 23	What is your parent's race?	45
Question 24	What is the ethnic background of your parents?	46
Question 25	Where were your parents born?	47
Question 26a	How far did your father or stepfather get in school?	48
Question 26b	How far did your mother or stepmother get in school?	49
Question 27a	What is the occupation of your father or stepfather?	50
Question 27b	What is the occupation of your mother or stepmother?	51
Question 28	How well do you get along with your parents?	53
Question 29	How often do you do the following activities with your parents?	54
Question 30	How often do you talk to your parents about the following topics?	55
Question 31	Which of the following do you believe your parents expect you to do?	57
Question 32	Do your parents have rules for you regarding these activities?	58
Question 33	Are there punishments associated with breaking home rules?	59
Question 34	Do your parents visit your school?	60
Question 35	What is the most serious problem you have with your parents?	61
Question 36	Do you know of any gang activity in your neighborhood?	62
Summary of Section Two Findings		**63**

Research has shown that the home environment has a great influence on student achievement. The questions in this section are designed to examine parental influence on this sample of Hispanic ninth graders.

TABLE OF CONTENTS

Section Three: Language Usage

The questions in the third section are designed to provide information about language usage among ninth grade Hispanic students in the U. S. urban school sample, including proficiency in Spanish, proficiency in English, parental encouragement to learn English and Spanish, and the language used by students in specific settings.

Question 37 Do you know Spanish? 67
Question 38 How well do you speak, read, or write in Spanish? 68
Question 39 How well do you speak, read, or write in English? 69
Question 40 How often have your parents encouraged you to learn English or Spanish? 70
Question 41a What language do you speak with students at school? 71
Question 41b What language do you speak with your best friends? 72
Question 41c What language do your parents use to speak to each other? 73
Summary of Section Three Findings. 75

Language is important not only for school success but also as a carrier of culture. A large body of literature exists regarding the high correlation between limited English proficiency and academic difficulty. The indicators in this section serve to explore the use of both Spanish and English in school, home, and social environments.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Elizabeth Ramirez
ASPIRA Association

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Section Four: School Environment

The fourth section provides basic information regarding students' attitudes toward school, attitudes toward other students, perceptions of classmates' views, participation in both school and extracurricular activities, aids and impediments to school progress, and disciplinary problems of the ninth grade Hispanic students in the U. S. urban school sample.

Question 42	Do you like school?	77
Question 43	How many of your teachers, counselors, and administrators do you like?	78
Question 44	How do you feel about students of different race-ethnicity?	79
Question 45	How do you think teachers feel about different kinds of students?	80
Question 46	How do you think other students see you?	81
Question 47	What behaviors do you think other students value?	82
Question 48	How often do you participate in selected in school activities?	83
Question 49	How often do you participate in selected out-of-school activities?	84
Question 50	What one thing helps you do well in school?	85
Question 51	What one thing keeps you from doing well in school?	86
Question 52	How often have you had the selected disciplinary problems?	87
Summary of Section Four Findings		**89**

The attitudes and perceptions which students hold about school affects the degree to which they will become involved in school-related activities and may ultimately determine their level of academic success. Additional questions are designed to directly tap student perceptions of what aids and impedes their academic progress.

TABLE OF CONTENTS

Section Five: School Issues

The fifth section examines additional school-related variables that are thought to influence success in school. Among the issues addressed by questions in this section are student absenteeism, homework completion, student perceptions of teacher expectations, and the general perception of certain school aspects.

Question 53	How many days were you absent in the last six weeks?	93
Question 54	Why do you miss school?	94
Question 55	How often were you tardy in the last six weeks?	95
Question 56	How often do you cut classes?	96
Question 57	How often do you come to school with incomplete homework?	97
Question 58	Please rate your school on selected aspects.	98
Question 59	How do you feel about the race-ethnic distribution of teachers?	99
Question 60	How do you feel about the race-ethnic distribution of students?	100
Question 61	How do you think your teachers feel about you?	101
Question 62	Who would you go to for advice concerning school problems?	102
Question 63	Who would you go to for advice concerning personal problems?	103
Question 64	Who advises you to stay in school?	104
Question 65	Who do you know who dropped out of high school?	105
Question 66	Is it necessary to finish high school to be a success in life?	106
Question 67	How far in school do you think you will get?	107
Question 68	Why would you quit high school before graduation?	108
Question 69	What in-school factor would cause you to quit high school?	109
Question 70	What in-school factor would keep you in high school?	110
Summary of Section Five Findings		**111**

Measures of actual school structure and student interaction with that structure provide important data about school issues that may influence students' decisions to stay in or drop out of school. Other questions probe the existence of school, home, and community support systems that help ensure academic success.

TABLE OF CONTENTS

Section Six: Homework and Studying

The questions in this section deal with the types of materials read in English and Spanish, television viewing habits, the size and resources of students' homes, use of the library, time spent on homework, and persons consulted for assistance with academic subjects.

Question 71	What kinds of material do you read in English and/or Spanish?	117
Question 72	How much time do you spend watching TV in English and/or Spanish?	118
Question 73	How many rooms are in your home?	119
Question 74	Which of the following items do you have in your home?	120
Question 75	Have you used the school or public library?	121
Question 76	How long does it take you to get to school?	122
Question 77	How much time do you spend on homework each week?	123
Question 78	How much time do you spend reading for school each week?	124
Question 79	Who helps you with homework?	125
Question 80	Do you study with other students?	126
Summary of Section Six Findings		**127**

Examining the availability of instructional resources and actual student study habits helps to understand the contribution the individual student brings to academic activities. Outside reading, use of library, and television watching also serve as indicators of the effort the student applies to school tasks.

TABLE OF CONTENTS

Section Seven: Academic Concerns

The questions in this section address the students' perceptions of their own academic performance, most and least favorite subjects or periods, school mobility, grade retention, program placement and attitudes toward program placement.

Question 81	How well do you usually do in your studies?	131
Question 82	How well do you do in selected subjects?	132
Question 83	What are your most favorite subjects or periods?	133
Question 84	What are your least favorite subjects or periods?	134
Question 85	How many times did you change schools in grades 7-9?	135
Question 86a	Have you ever repeated a grade?	136
Question 86b	What grades did you repeat?	137
Question 87	In what school programs are you enrolled this year?	138
Question 88	What do teachers think about students in your program?	139
Question 89	How were you placed in your program?	140
Question 90	Were you in a specific program in elementary school?	141
Summary of Section Seven Findings		**143**

Student perceptions and attitudes regarding their academic performance is a relatively untapped area of study which may serve to strengthen the body of information about the relationship between student perceptions and actual student performance.

TABLE OF CONTENTS

Section Eight: Working

The questions in this section examine current student emplcyment as well as occupational aspirations and expectations.

Question 91 Do you have a paying job? 147
Question 92 Which job would you most like to have when you are older? 148
Question 93 Which job do you think you will most likely have when you are older?..... 149
Summary of Section Eight Findings 151

Some studies have linked after-school work with changes in academic performance. Additionally, it is interesting to note the relationship between desired and expected future employment.

Section Nine: Future Plans

The questions in this section were designed to assess the students' expectations to be in school during the next academic year.

Question 94 Are you planning to be in school next year?..... 153
Question 95 What school do you plan to attend next year? 154
Summary of Section Nine Findings 155

The importance of predicted future behavior on actual future behavior is examined in this section.

TABLE OF CONTENTS

Section Ten: Synthesis

Similarities..... 157
Differences..... 159
Next Steps..... 161

Appendix A: Sampling Design..... 163

Appendix B: Questionnaire Design..... 167

NOTES

INTENT OF THE CHART ESSAY

The purpose of the chart essay is twofold. First, it reports the findings for this inquiry. The nine **SUMMARY** sections are used to synthesize the findings of the questions in each of the nine sections of the Five Cities School Dropout Study questionnaire. An overall summary, contained in **SECTION 10: SYNTHESIS,** is used to specify an empirical framework for future research on public school dropouts.

Second, the chart essay is designed to give the reader a thorough understanding of the information available in the computer data file assembled for the Five Cities School Dropout Study by a research group at the University of Wisconsin-Milwaukee. The 95 individual charts were developed to describe and interpret the distributions for each of the 300 variables in this data file.

To accomplish both purposes of the chart essay, we suggest you consider the following strategy:

STEP ONE Turn to one of the charts for a question of interest. *If you are unfamiliar with the CHART ESSAY format,* you may first wish to turn to one of the three charts that are accompanied by an **INSTRUCTION** page.

Instructions for reading the different types of charts are found on pages 16, 52, and 56.

STEP TWO Scan the section **SUMMARY.**
Feel free to return to any specific chart of interest.

STEP THREE Repeat this process for each of the eight remaining sections.

STEP FOUR Read the three part ***SYNTHESIS:*** **SIMILARITIES, DIFFERENCES, and NEXT STEPS.**

INSTRUCTIONS FOR READING THE CHART ESSAY

Interpreting the Chart Essay

This page assists the reader in interpreting a chart essay page with a simple, dichotomous (e.g., YES/NO, MALE/FEMALE, etc.) response. It uses examples from the chart for Question 1 (page 17) to illustrate the five essential elements of a chart essay.

1. **Issue addressed by the general research question.**

   What are the characteristics of this sample of ninth grade Hispanic students selected from the seven U. S. urban schools participating in this study?

2. **Specific question asked in the questionnaire that is addressed by this chart.**

   What is your gender?

3. **Analysis for this and similar questions.**

   Columns 1 through 4: Percent of students in each of the four Hispanic groups for this variable.
   → **Mexican-American: 50.1% MALE**

   Column 5:
   Percent of students for the total of all four groups of Hispanic students.
   → **All Four Groups: 51.3% MALE**

   The most frequently occurring (modal) values are indicated in **BOLDFACE.**

4. **Actual values for the variable.**

   For example, GENDER
   Male ninth graders
   comprised **50.1%** of the Mexican-American students in this sample, and were **51.3%** of the total sample of the four groups of Hispanic students in this survey of U. S. urban schools.

5. **Trend statements.**

   These statements summarize the statistical findings in a narrative form, and as appropriate, reference the modal value.

STUDENT CHARACTERISTICS

Question 1: What is your gender?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Gender					
Male	**50.1**	45.9	**65.8**	**56.1**	***51.3***
Female	49.9	**54.1**	34.2	43.9	*48.7*

Trends

- The total sample of ninth grade Hispanic students selected from the seven U. S. urban schools participating in this study is divided almost equally between males (51.3%) and females (48.7%). A complete description of the sampling design for this study is given in *Appendix A*.
- Mexican American students (50.1%), Cuban students (65.8%), and Central American students (56.1%) in the total sample are predominantly male.
- Puerto Rican students (54.1%) in total sample are predominantly female.

Question 2: How old are you?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Age					
12 Years	0.0	1.2	0.0	0.0	*0.3*
13 Years	0.0	2.2	0.0	0.0	*0.6*
14 Years	27.0	**44.9**	27.1	6.2	*29.2*
15 Years	**47.9**	32.6	**42.9**	**33.3**	***41.7***
16 Years	20.5	15.7	20.0	27.2	*20.0*
17 Years	3.8	3.4	8.6	25.9	*6.8*
18 Years	0.5	0.0	1.4	7.4	*1.3*
Over 18	0.3	0.0	0.0	0.0	*0.1*

Trends

- Slightly more than two of five (41.7%) ninth grade Hispanic students in this U. S. urban school sample report that they are 15 years of age.
- Puerto Rican ninth graders (44.9%) are most likely to report that they are 14 years old.
- Mexican American (47.9%) Cuban (42.9%) ninth grade students are most likely to report that they are 15 years old.
- Central American ninth grade students (33.3%) are most likely to report that they are 15 years of age. However, Central American students who are 16 years of age or older comprise a majority (60.5%) of all Central American students. Specifically, 27.2% report their ages as 16, 25.9% report their ages as 17, and 7.4% report their ages as 18.

Question 3: Where were you born?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Place of Birth					
One of the 50 States	**60.3**	**65.9**	35.8	13.4	*53.7*
Mexico	39.4	0.6	1.4	0.0	*20.9*
Puerto Rico	0.0	32.4	0.0	1.2	*8.5*
Cuba	0.0	0.0	**60.0**	0.0	*6.1*
Other Country	0.3	1.1	1.4	**85.4**	*10.7*
Don't Know	0.0	0.0	1.4	0.0	*0.1*

Trends

- About three of five Mexican American (60.3%) and Puerto Rican (65.9%) ninth grade Hispanic students in this U. S. urban school sample report that they were born in one of the 50 states.
- Only slightly more than one-third (35.8%) of the Cuban ninth graders report that they were born in one of the 50 states.
- Fewer than one-seventh (13.4%) of the Central American ninth grade students report that they were born in one of the 50 states.

Question 4a: Were you born outside the mainland United States?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Place of Birth					
Mainland U.S.	**56.9**	**63.0**	37.7	12.3	*51.2*
Outside Mainland U.S.	33.6	26.6	**59.4**	**82.8**	*40.3*
Don't Know	9.5	10.4	2.9	4.9	*8.5*

Trends

- The majority of Mexican American (56.9%) and Puerto Rican (63.0%) ninth grade Hispanic students in this U. S. urban school sample report that they were born inside the mainland United States.
- Nearly three-fifths (59.4%) of Cuban ninth graders report that they were born outside the mainland United States.
- Slightly more than four-fifths (82.8%) of Central American ninth grade students report that they were born outside the mainland United States.

Question 4b: How old were you when you first arrived in the mainland U.S.?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Age Upon Arrival					
1 to 3 Years	17.5	**30.4**	14.6	3.0	*15.7*
4 to 6 Years	**29.2**	10.9	4.9	7.5	*17.2*
7 to 9 Years	27.5	17.4	**56.1**	13.4	***26.6***
10 to 12 Years	13.3	**30.4**	14.6	10.4	*15.7*
13 or Older	12.5	10.9	9.8	**65.7**	*24.8*

Trends

- About three of ten (30.4%) Puerto Rican ninth grade students in this U. S. urban school sample report that they first arrived in the mainland United States when they were between one and three years of age. An additional 30.4% reported that they arrived in the U. S. when they were 10 to 12 years old.
- About three of ten (29.2%) Mexican American ninth graders report that they first arrived in the mainland United States when they were between four and six years of age.
- The majority (56.1%) of Cuban ninth grade students report that they first arrived in the mainland United States when they were between the ages of seven and nine.
- Nearly two-thirds (65.7%) of Central American ninth graders report that they first arrived in the mainland United States when they were 13 years of age or older.

Question 5: **What is the total number of years you have lived outside of the mainland U.S.?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Years Outside of U.S.					
Never lived outside U.S.	**53.9**	**54.7**	**43.9**	15.6	*48.7*
One Year or Less	10.3	8.8	7.6	3.9	*8.9*
Two to Four Years	8.6	11.2	1.5	7.8	*8.5*
Five to Nine Years	14.0	10.6	36.4	14.3	*15.4*
Ten or More Years	8.9	8.8	9.1	**48.0**	*13.4*
Don't Know	4.3	5.9	1.5	10.4	*5.1*

Trends

- Almost half (48.7%) of ninth grade Hispanic students in this U. S. urban school sample report that they have never lived outside of the United States.
- The majority of Mexican American (53.9%) and Puerto Rican (54.7%) ninth graders report that they have never lived outside of the U. S.
- More than two-fifths (43.9%) of the Cuban students say they have always lived in the U. S. However, 36.4% of the Cuban ninth graders report that they have lived outside of the U. S. for five to nine years.
- Nearly half (48.0%) of the Central American ninth grade students report that they have lived ten or more years outside of the United States.

Question 6: What grade did you attend in school when you arrived for the first time in the mainland U.S.?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Grade Attended					
Does Not Apply:					
Born In Mainland	57.8	64.9	34.4	11.8	*51.7*
First Grade	**16.9**	**13.2**	10.9	7.9	***14.3***
Second Grade	4.7	2.5	7.8	5.3	*4.5*
Third Grade	5.5	1.3	**23.4**	3.9	*6.1*
Fourth Grade	2.3	5.0	7.8	5.3	*3.9*
Fifth Grade	3.8	2.5	3.1	2.6	*3.3*
Sixth Grade	2.9	3.1	4.7	5.3	*3.4*
Seventh Grade	2.0	2.5	6.3	13.2	*3.9*
Eighth Grade	1.5	2.5	0.0	15.8	*3.3*
Ninth Grade	2.6	2.5	1.6	**28.9**	*5.6*

Trends

- Slightly more than one-sixth (16.9%) of the Mexican American ninth grade students and 13.2% of the Puerto Rican students in this U. S. urban school sample report that they attended first grade when they first arrived in the United States.
- Nearly one-fourth (23.4%) of the Cuban ninth graders report that they attended third grade when they first arrived in the United States.
- Nearly three of ten (28.9%) of the Central American ninth grade students report that they attended ninth grade when they first arrived in the U. S.

Question 7: Did you complete any grades in schools outside the mainland U.S.?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Completed Outside U.S.					
Yes	25.3	26.2	**52.0**	**80.7**	*34.8*
No	**70.3**	**65.6**	42.5	18.1	***60.1***
No Response	4.4	8.2	5.5	1.2	*5.1*

Trends

- The majority of Mexican American (70.3%) and Puerto Rican (65.6%) students in this U. S. urban school sample did not complete any grades outside of the United States.
- The majority of Cuban (52.0%) and Central American (80.7%) completed some of their schooling outside of the United States.

Question 8: Did you complete any grades in states other than the one you are living in now?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Completed in Another State					
Yes	15.0	24.0	24.7	18.1	*18.7*
No	**80.4**	**68.3**	**72.6**	**80.7**	***76.5***
No Response	4.6	7.7	2.7	1.2	*4.8*

Trends

- Nearly one-fifth (18.7%) of the ninth grade Hispanic students in this U. S. urban school sample attended school in a state other than the one in which they are presently living.
- The percentage of Hispanic ninth graders reporting that they completed some of their schooling in another state ranged from a low of 15.0% for Mexican-American students to a high of 24.7% for Cuban ninth graders.

Question 9: What is your race?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Race					
White	20.7	22.4	**86.3**	**61.5**	32.7
Black	1.4	6.6	2.7	16.9	4.7
Native American	30.5	19.1	5.5	9.6	22.5
Asian or Pacific Islander	1.4	4.9	1.4	3.6	2.5
Undeclared	**46.0**	**47.0**	4.1	8.4	**37.6**

Trends

- About three-eighths (37.6%) of the ninth grade Hispanic students in this U. S. urban school sample did not declare their race. Almost half of the Mexican American students (46.0%) and Puerto Rican students (47.0%) failed to declare a race when asked to state their race.
- Seventeen of twenty (86.3%) of Cuban ninth graders report that their race is white.
- More than three-fifths (61.5%) of the Central American students report that their race is white.
- About one-sixth (16.9%) of the Central Americans identified themselves as Black.

Question 10: What is your ethnic background?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Ethnic Background					
Mexican	**95.5**	0.0	0.0	0.0	***50.1***
Puerto Rican	0.0	**97.7**	0.0	0.0	*25.0*
Cuban	0.0	0.0	**97.2**	0.0	*10.0*
Central American	0.0	0.0	0.0	**91.3**	*10.7*
Other Hispanic	0.6	0.0	2.8	3.7	*1.0*
Other	0.3	0.6	0.0	2.5	*0.6*
American	3.6	1.7	0.0	2.5	*2.6*

Trends

- Nineteen of twenty (95.5%) ninth grade Mexican American students in this U. S. urban school sample report that their ethnic background is Mexican.
- Almost all Puerto Rican (97.7%) and Cuban (97.2%) ninth graders report their ethnic backgrounds as Puerto Rican and Cuban, respectively.
- Slightly more than nine of ten (91.3%) Central American ninth grade students report their ethnic backgrounds as Central American.

Question 11: Which of the following activities do you do?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Activities					
Sports	**1st**	**1st**	**1st**	**1st**	***1st***
Reading	2nd	3rd	3rd	2nd	*2nd*
Dancing	4th	2nd	2nd	5th	*3rd*
Writing	3rd	6th	5th	4th	*4th*
Painting or Drawing	5th	4th	4th	3rd	*5th*
Singing	6th	4th	7th	6th	*6th*
Playing Musical Instrument	7th	7th	6th	7th	*7th*
Photography	8th	8th	7th	8th	*8th*
Acting	9th	9th	10th	10th	*9th*
Other	10th	10th	7th	9th	*10th*

Trends

- All four groups of ninth grade Hispanic students in this U. S. urban school sample report sports as the activity they do most.
- Reading is ranked second by Mexican American and Central American ninth graders and third by Puerto Rican and Cuban students.

Question 12: **Have you received any awards, honors or recognitions in the last three years?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Awards					
Yes	49.7	53.2	56.3	53.4	*51.7*
No	50.3	46.8	43.7	46.6	*48.3*

Trends

- A majority (51.7%) of ninth grade Hispanic students in this U. S. urban school sample report that they have received awards, honors, or recognitions in the last three years.

Question 13: **In the last three years, have you participated in any of the following community activities?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Community Activities					
Child Care	**1st**	**1st**	2nd	**1st**	***1st***
Religious Activities	2nd	2nd	**1st**	2nd	*2nd*
Helping Other Adults	3rd	2nd	4th	3rd	*3rd*
Neighborhood Cleanup	4th	4th	6th	5th	*4th*
Charitable Causes	5th	5th	3rd	4th	*5th*
Political Campaigns	6th	6th	6th	8th	*7th*
Newspaper Collection	6th	7th	8th	7th	*8th*
Other	8th	8th	5th	5th	*6th*

Trends

- Mexican American, Puerto Rican, and Central American ninth grade students in the U. S. urban school sample report that child care is the community activity in which they participate most. Cuban students rank child care as number two.
- Cuban ninth graders cite religious activities as their highest ranked community activity. The remaining three groups of Hispanic students rank religious activities in second place.

Question 14: In the last three years, have you participated in any of the following leadership activities either in school and/or in the community?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Leadership Activities					
Member of Organizing Committee	**1st**	**1st**	3rd	3rd	***1st***
Sports Captain or Manager	2nd	2nd	**1st**	**1st**	*2nd*
Ran for Elected Office	3rd	3rd	4th	4th	*3rd*
Organization Officer	4th	4th	2nd	4th	*4th*
Other	5th	5th	5th	2nd	*5th*

Trends

- Mexican American (1st) and Puerto Rican (1st) ninth grade students in this U. S. urban school sample are most likely to report that their community leadership activity was participation as a member of an organizing committee in the last three years.

- Cuban (1st) and Central American (1st) ninth graders say they are most likely to hold a community leadership position as a sports captain or manager.

Question 15: Name two or three things that you do well.

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Categories Named					
Sports	**1st**	**1st**	**1st**	2nd	***1st***
Personal Hobbies	2nd	2nd	2nd	3rd	*2nd*
Academic Subjects	3rd	4th	3rd	4th	*3rd*
Interpersonal Skills	4th	6th	6th	5th	*4th*
Dancing	7th	3rd	5th	8th	*5th*
Study Skills	8th	9th	4th	**1st**	*6th*
Reading	6th	7th	9th	6th	*7th*
Art	5th	8th	7th	9th	*8th*
Singing/Music	10th	5th	10th	11th	*9th*
Writing	9th	10th	8th	10th	*10th*
Household Work	11th	11th	11th	7th	*11th*

Trends

- Mexican American, Puerto Rican, and Cuban ninth grade students in this U. S. urban school sample rank sports first among things they do well. Central American ninth graders list sports in second place.
- Central American ninth grade students are most likely to choose study skills as something they do well.

Question 16: Have you been stopped and questioned by the police because they thought you committed a crime?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Stopped by Police					
Yes	22.9	23.4	18.8	12.3	*21.4*
No	**77.1**	**76.6**	**81.2**	**87.7**	***78.6***

Trends

- Slightly more than one-fifth (21.4%) of ninth grade Hispanic students in this U. S. urban school sample report that they had been stopped and questioned by the police in the last three years because the police thought they had committed a crime.

- Puerto Rican ninth graders (23.4%) were most likely to indicate they had been questioned by the police, and Central American students (12.3%) were least likely to report police questioning.

Question 17: Have you been formally arrested and booked by the police?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Arrested and Booked					
Yes	10.5	6.9	6.0	7.6	*8.8*
No	**89.5**	**93.1**	**94.0**	**92.4**	*91.2*

Trends

- About one of twelve (8.8%) ninth grade Hispanic students in this U. S. urban school sample report that they had been formally arrested and booked by the police in the past three years.
- The percentage of ninth grade Hispanic students indicating they had been arrested and booked by the police ranged from a low of 6.0% for Cuban students to a high of 10.5% for Mexican American ninth graders.

Question 18: What is the ethnic background of most of your friends?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Background of Friends					
Black	2.2	8.2	1.4	15.7	*5.2*
White	4.1	4.4	26.0	10.8	*7.2*
Hispanic	**90.7**	**76.5**	**61.6**	**63.9**	***81.0***
No Response	3.0	10.9	11.0	9.6	*6.6*

Trends

- Slightly more than four-fifths (81.0%) of ninth grade Hispanic students in this U. S. urban school sample report that most of their friends are Hispanic.
- Cuban ninth graders (26.0%) are more likely than the other three groups to report that most of their friends are White.
- Central American ninth grade students (15.7%) are more likely than the other groups of Hispanic students to indicate that most of their friends are Black.

Question 19: Do you have any friends or relatives who left school because they got pregnant or had a child?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Pregnant Friends or Relatives					
Yes	36.2	50.0	29.6	26.3	*37.8*
No	63.8	50.0	70.4	73.7	*62.2*

Trends

- About three-eighths (37.8%) of ninth grade Hispanic students in this U. S. urban school sample report that they have friends or relatives who left school because of pregnancy or child birth.
- Puerto Rican ninth graders (50.0%) are most likely to report having friends or relatives who left school because they were pregnant or had a child.

Question 20: How many of your close friends do each of the following?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Use Drugs					
All	1.4	2.3	0.0	0.0	*1.3*
Many	4.0	8.1	10.4	2.6	*5.5*
Some	33.2	40.7	13.4	17.1	*31.3*
None	**61.4**	**48.9**	**76.2**	**80.3**	***61.9***
Are Absent From School					
All	2.5	2.4	5.9	2.6	*2.8*
Many	11.2	21.8	22.1	9.0	*14.7*
Some	**65.4**	**60.9**	**51.4**	**51.2**	***61.3***
None	20.9	14.9	20.6	37.2	*21.2*
Get Into Fights					
All	3.4	4.0	4.4	2.5	*3.6*
Many	9.3	19.5	8.8	2.5	*11.1*
Some	**50.5**	**54.1**	**47.1**	35.0	***49.2***
None	36.8	22.4	39.7	**60.0**	*36.1*

Trends

- Slightly more than three-fifths of ninth grade Hispanic students in this U. S. urban school sample report that none of their close friends use drugs (61.9%).
- More than half (61.3%) of the Hispanic ninth graders sampled say some of their close friends are absent from school, and almost one-half (49.2%) indicate that some of their close friends get into fights.

Question 21: How many of your classmates do each of the following regularly?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Use Drugs					
All	0.6	1.8	0.0	0.0	*0.8*
Many	9.9	14.6	8.8	2.7	*10.2*
Some	**49.0**	**47.3**	36.8	27.0	***44.8***
None	40.5	36.3	**54.4**	**70.3**	*44.2*
Are Absent From School					
All	1.4	2.9	5.9	1.3	*2.2*
Many	20.2	20.8	20.6	14.3	*19.7*
Some	**65.0**	**68.2**	**64.7**	**46.7**	***63.8***
None	13.4	8.1	8.8	37.7	*14.3*
Get Into Fights					
All	2.3	1.2	3.0	1.4	*2.0*
Many	14.2	20.3	9.0	8.2	*14.6*
Some	**56.4**	**60.5**	**61.1**	**46.6**	***56.9***
None	27.1	18.0	26.9	43.8	*26.5*

Trends

- Less than half (44.2%) of ninth grade Hispanic students in this U. S. urban school sample report that none of their classmates use drugs. A similar proportion (44.8%) indicate that some of their classmates use drugs.
- More than three-fifths (63.8%) of the ninth graders in the total sample report that some of their classmates are absent from school, and a somewhat smaller proportion (56.9%) indicate that their classmates get into fights.

Question 22: Who is living at home with you now?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
In Household					
Father or Stepfather	74.9	50.3	60.3	59.0	*65.2*
Mother or Stepmother	**89.6**	**88.5**	**83.6**	**77.1**	***87.3***
Brothers	69.2	66.1	47.9	60.2	*65.2*
Sisters	71.4	67.8	26.0	62.7	*64.7*
Grandparent(s)	8.4	5.5	19.2	12.0	*9.2*
Other Related Children	7.1	6.6	4.1	15.7	*7.6*
Other Related Adults	8.4	3.8	9.6	21.7	*8.9*
Other Adults	2.7	3.8	0.0	6.0	*3.1*
Other Children	4.6	1.6	4.1	12.0	*4.7*

Trends

- Ninth grade Hispanic students in this U. S. urban school sample are more likely to report that their mother or stepmother (87.3%) is living at home with them now than they are to indicate that their father or stepfather (65.2%) is living with them.
- Mexican American ninth graders (74.9%) are most likely to report that their father or stepfather is presently living at home with them.
- Almost one-fifth (19.2%) of the Cuban students report that their grandparents are living with them.

NOTES

STUDENT CHARACTERISTICS

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Demographics				
Gender	Male	Female	Male	Male
Age	15	14	15	15
Place of Birth	U.S.	U.S.	Cuba	Other Country
Born Outside of U. S.	No	No	Yes	Yes
Age of Arrival in U. S.	4 – 6	1 – 3/10 – 12	7 – 9	13 or over
Years Lived Outside U. S.	None	None	None	10 or more years
School Attendance				
First U. S. Grade	First Grade	First Grade	First Grade	Ninth Grade
Outside the U. S.	No	No	Yes	Yes
In Other States	No	No	No	No
Race-Ethnicity				
Race	Undeclared	Undeclared	White	White
Ethnic Origin	Mexican	Puerto Rican	Cuban	Central American

The four Hispanic student groups are most likely to differ on place of birth, age of arrival in the U. S., first U. S. grade, school attendance outside the U. S., race, and ethnic origin.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Student Activities				
Personal Activities				
First Choice	Sports	Sports	Sports	Sports
Second Choice	Reading	Dancing	Dancing	Reading
Third Choice	Writing	Reading	Reading	Painting or Drawing
Awards and Honors	Yes	Yes	Yes	Yes
Community Activities				
First Choice	Child Care	Child Care	Religious Activities	Child Care
Second Choice	Religious Activities	Religious Activities	Child Care	Religious Activities
Second Choice	Helping Adults	Helping Adults	Charitable Causes	Helping Adults
Leadership Activities				
First Choice	Committee Member	Committee Member	Sports Captain	Sports Captain
Second Choice	Sports Captain	Sports Captain	Organization Officer	Other Activities
Second Choice	Ran for Office	Ran for Office	Committee Member	Committee Member
Things Done Well				
First Choice	Sports	Sports	Sports	Study Skills
Second Choice	Hobbies	Hobbies	Hobbies	Sports
Third Choice	Academics	Dancing	Academics	Hobbies

48

49

The four Hispanic student groups exhibit similar patterns on student activities.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Law Enforcement				
Stopped by Police	No	No	No	No
Arrested and Booked	No	No	No	No
Friends and Classmates				
Race-Ethnicity of Friends	Hispanic	Hispanic	Hispanic	Hispanic
Pregnant Friends Who Left School	No	Yes/No	No	No
Activities of Friends				
Use Drugs	None	None	None	None
Absent from School	Some	Some	Some	Some
Get into Fights	Some	Some	Some	None
Activities of Classmates				
Use Drugs	Some	Some	None	None
Absent from School	Some	Some	Some	Some
Get into Fights	Some	Some	Some	Some
Households				
Persons in Household	Mother or Stepmother	Mother or Stepmother	Mother or Stepmother	Mother or Stepmother

The four Hispanic student groups exhibit similar patterns on these student characteristics.

NOTES

52

Question 23: What is your parent's race?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Father or Stepfather					
White	19.6	18.6	**80.8**	**61.5**	*30.6*
Black	1.1	4.4	1.4	18.1	*4.0*
Native American	24.8	14.2	4.1	6.0	*17.7*
Asian or Pacific Islander	3.0	7.7	1.4	2.4	*4.0*
Undeclared	**51.5**	**55.1**	12.3	12.0	**43.7**
Mother or Stepmother					
White	20.2	20.8	**78.1**	**64.0**	*31.4*
Black	0.8	6.0	2.7	12.0	*3.7*
Native American	23.4	13.7	4.1	7.2	*17.0*
Asian or Pacific Islander	2.7	7.1	1.4	6.0	*4.1*
Undeclared	**52.9**	**52.4**	13.7	10.8	**43.8**

Trends

- Slightly more than two-fifths of the ninth grade Hispanic students in this U. S. urban school sample did not declare the race of their fathers or stepfathers (43.7%), or mothers or stepmothers (43.8%), when asked to choose between four standard racial categories. Mexican American and Puerto Rican students were most likely not to declare a racial designation for their parents.

- Cuban ninth graders were most likely to report that their fathers or stepfathers (80.8%), or their mothers or stepmothers (78.1%) are White.

- Central American students were most likely to report that their fathers or stepfathers (61.5%), or their mothers or stepmothers (64.0%) are White.

Question 24: What is the ethnic background of your parents?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Father or Stepfather					
Mexican	**82.2**	1.1	1.4	1.2	**43.3**
Puerto Rican	1.4	**86.5**	0.0	0.0	*23.1*
Cuban	0.5	0.5	**89.0**	6.0	*10.3*
Central American	0.0	0.5	0.0	**70.0**	*8.4*
All Other	3.6	2.7	0.0	15.6	*4.4*
No Response	12.3	8.7	9.6	7.2	*10.5*
Mother or Stepmother					
Mexican	**80.7**	1.6	1.4	0.0	**42.5**
Puerto Rican	0.5	**81.0**	0.0	0.0	*21.2*
Cuban	0.3	1.2	**87.7**	0.0	*9.5*
Central American	0.0	1.6	2.7	**77.2**	*9.8*
All Other	4.9	5.9	0.0	14.4	*5.8*
No Response	13.6	8.7	8.2	8.4	*11.2*

Trends

- About four-fifths of ninth grade Mexican American students in this U. S. urban school sample report that their their fathers' or stepfathers' (82.2%), or mothers' or stepmothers' (80.7%) ethnic background is Mexican.
- Puerto Rican students were most likely to state that the ethnic background of their fathers or stepfathers (86.5%), or mothers or stepmothers (81.0%) is Puerto Rican.
- Cuban ninth graders were most likely to state that the ethnicity of their fathers or stepfathers (89.0%), or mothers or stepmothers (87.7%) is Cuban.
- Central American students were most likely to state that the ethnicity of their fathers or stepfathers (70.0%), or mothers or stepmothers (77.2%) is Central American.

PARENT CHARACTERISTICS

Question 25: Where were your parents born?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Father or Stepfather					
Mainland U.S.	31.4	6.0	3.0	11.7	*19.8*
Mexico	**63.8**	0.0	0.0	0.0	***34.0***
Puerto Rico	0.8	**88.0**	0.0	0.0	*22.7*
Cuba	0.0	0.6	**95.5**	5.2	*10.2*
Other	0.6	3.0	1.5	**81.8**	*10.7*
Don't Know	3.4	2.4	0.0	1.3	*2.6*
Mother or Stepmother					
Mainland U.S.	36.6	11.0	1.5	11.3	*23.5*
Mexico	**59.7**	0.0	0.0	0.0	***31.3***
Puerto Rico	0.0	**84.3**	0.0	0.0	*21.6*
Cuba	0.0	1.2	**94.1**	0.0	*9.8*
Other	0.6	2.9	4.4	**87.4**	*11.9*
Don't Know	3.1	0.6	0,0	1.3	*1.9*

Trends

- Ninth grade Mexican American students in this U. S. urban school sample report that their fathers or stepfathers (63.8%), or their mothers or stepmothers (59.7%) were born in Mexico.
- Puerto Rican ninth graders indicate that their fathers or stepfathers (88.0%), or their mothers or stepmothers (84.3%) were born in Puerto Rico.
- About nineteen of twenty Cuban students report their male parents (95.5%) or female parents (94.1%) were born in Cuba.
- Central American ninth grade students list "other" as the place of birth for their fathers or stepfathers (81.8%), or their mothers or stepmothers (87.4%).

Question 26a: How far did your father or stepfather get in school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Level of Education					
Never Went to School	4.9	4.9	1.4	3.6	*4.4*
8th Grade or Less	**28.7**	16.9	**24.7**	**20.5**	**24.2**
Some High School	12.5	14.8	13.7	14.5	*13.5*
Total without High School Diploma	47.1	36.6	39.8	38.6	42.1
High School Graduation	9.5	12.0	16.4	9.6	*10.9*
Some College	3.0	0.5	8.2	3.6	*3.0*
College Graduation and Beyond	3.3	5.5	6.8	3.6	*4.2*
Graduate/Professional Study	0.8	1.1	0.0	0.0	*0.7*
Graduate/Professional Degree	0.8	3.3	5.5	9.6	*3.0*
Don't Know	22.1	**27.9**	15.1	19.3	*22.5*
No Response	14.4	13.1	8.2	15.7	*13.6*

Trends

- Slightly more than two-fifths (42.1%) of ninth grade Hispanic students in this U. S. urban school sample report that their fathers or stepfathers do not have a high school diploma.

PARENT CHARACTERISTICS

Question 26b: How far did your mother or stepmother get in school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Level of Education					
Never Went to School	4.4	2.7	0.0	4.8	3.5
8th Grade or Less	**30.0**	**20.8**	**28.9**	**20.5**	**26.3**
Some High School	15.0	**20.8**	12.3	15.7	16.3
Total without High School Diploma	49.4	44.3	41.2	41.0	46.1
High School Graduation	15.0	14.8	23.3	16.9	16.0
Some College	2.7	4.9	2.7	0.0	3.0
College Graduation and Beyond	0.5	3.3	5.5	2.4	2.0
Graduate/Professional Study	0.5	0.5	1.4	6.0	1.3
Graduate/Professional Degree	1.1	1.6	6.8	7.2	2.5
Don't Know	17.7	19.7	12.3	10.8	16.9
No Response	13.1	10.9	6.8	15.7	12.2

Trends

- Almost one-half (46.1%) of ninth grade Hispanic students in this U. S. urban school sample report that their mothers or stepmothers do not have a high school diploma.

Question 27a: Which of the following job categories best describes the occupation of your father or stepfather?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Occupation					
Office Worker, Bank Teller, Beautician	2.2	2.7	2.7	9.6	*3.3*
Carpenter, Plumber	14.4	7.1	17.8	**19.3**	*13.5*
Teacher, Social Worker, Fire Fighter	2.7	3.8	2.7	3.6	*3.1*
Factory Worker	**33.1**	24.0	12.3	**19.3**	*26.9*
Waiter	1.6	0.0	2.7	2.4	*1.4*
Homemaker	0.3	0.5	0.0	0.0	*0.3*
Lawyer, Doctor, Engineer	2.7	0.5	5.5	3.6	*2.5*
Janitor, Bus Driver, Mechanic	11.4	9.3	15.1	16.9	*11.9*
Unemployed	9.5	14.3	4.1	7.2	*9.9*
No Response	22.1	**37.8**	**37.1**	18.1	**27.2**

Trends

- Almost one-third (33.1%) of the ninth grade Mexican American students in this U. S. urban school sample report that their fathers' or stepfathers' occupation is in the factory worker category.
- Almost one-fifth (19.3%) of the Central American students place their fathers' or stepfathers' occupation in the factory worker category. An additional one-fifth (19.3%) place their fathers' or stepfathers' occupation in the carpenter, plumber category.
- About three-eighths of the Puerto Rican (37.8%) and Cuban (37.1%) ninth graders gave no response when asked to choose an occupational category for their fathers or stepfathers.

Question 27b: Which of the following job categories best describes the occupation of your mother or stepmother?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Occupation					
Office Worker, Bank Teller, Beautician	6.5	7.7	8.2	12.0	*7.6*
Carpenter, Plumber	0.3	0.0	0.0	0.0	*0.1*
Teacher, Social Worker, Fire Fighter	3.0	1.1	2.7	6.0	*2.8*
Factory Worker	21.3	8.2	23.3	21.7	*18.1*
Waitress	3.3	0.5	2.7	7.2	*3.0*
Homemaker	**38.3**	**43.8**	23.3	**26.6**	***37.1***
Lawyer, Doctor, Engineer	1.1	0.5	1.4	0.0	*0.8*
Janitor, Bus Driver, Mechanic	2.5	1.1	1.4	3.6	*2.1*
Unemployed	7.9	12.0	12.3	2.4	*8.7*
No Response	15.8	25.1	**24.7**	20.5	*19.7*

Trends

- Mexican American (38.3%), Puerto Rican (43.8%), and Central American (26.6%) ninth grade students in this U.S. urban school sample report that the job category that best describes the occupation of their mothers or stepmothers is homemaker.
- Nearly one-fourth (24.7%) of Cuban ninth graders gave no response when asked to select a category to describe the occupation of their mothers or stepmothers.

INSTRUCTIONS FOR READING THE CHART ESSAY

Interpreting the Chart Essay

This page assists the reader in interpreting a chart essay page with multiple responses . It uses examples from the chart for Question 28 (page 53) to illustrate the five essential elements of a chart essay.

1. **Issue addressed by the general research question.**

   What are the characteristics of the parents of students in this sample of ninth grade Hispanic students selected from the seven U. S. urban schools participating in this study?

2. **Specific question asked in the questionnaire that is addressed by this chart.**

   How well do you get along with your parents?

3. **Analysis for this and similar questions.**

   Columns 1 through 4: Percent of students who responded at various levels in each of the four Hispanic groups for this variable.
   → **Mexican-American:**
   53.0% Get Along with Parents ***Very Well***

   Column 5: Percent of students who responded at various levels for the total of all four groups of Hispanic students.
   → **All Four Groups:**
   56.8% Get Along with Parents ***Very Well***

   The most frequently occurring (modal) values are indicated in **BOLDFACE.**

4. **Actual values for the variable.**

   For example, Get Along with Parents
   53.0% of **Mexican-American** ninth graders say they Get Along with parents **Very Well, 34.1% Pretty Well, 11.5% Not Very Well, and 1.4% Not at All.**

5. **Trend statements.**

   These statements summarize the statistical findings in a narrative form, and as appropriate, reference the modal value.

Question 28: How well do you get along with your parents?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Get Along					
Very Well	**53.0**	**64.3**	**65.3**	**49.4**	*56.8*
Well	34.1	27.5	31.9	42.2	*33.1*
Not Very Well	11.5	7.7	2.8	6.0	*9.0*
Not at All	1.4	0.5	0.0	2.4	*1.1*

Trends

- Almost nine of ten (33.1% plus 56.8%, or 89.9%) of ninth grade Hispanic students in this U. S. urban school sample report that they get along with their parents either well or very well.

Question 29: How often do you do the following activities with your parents?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Watch Television					
Less Than Once a Month	18.8	17.3	25.4	16.3	*18.7*
1-2 Times a Month	14.1	6.7	8.5	8.7	*11.0*
1-2 Times a Week	24.0	21.2	**35.1**	30.0	*25.1*
Daily	**43.1**	**54.8**	31.0	**45.0**	***45.2***
Do Household Chores					
Less Than Once a Month	23.2	21.5	**38.0**	**39.9**	*26.3*
1-2 Times a Month	14.8	14.0	22.5	6.3	*14.4*
1-2 Times a Week	21.5	26.2	29.6	25.0	*23.9*
Daily	**40.5**	**38.3**	9.9	28.8	***35.4***
Play Games					
Less Than Once a Month	**56.7**	**44.7**	**61.1**	**65.0**	***55.0***
1-2 Times a Month	16.3	22.3	15.3	16.3	*17.8*
1-2 Times a Week	15.2	19.6	19.4	12.5	*16.4*
Daily	11.8	13.4	4.2	6.2	*10.8*

Trends

- Mexican American (40.5%) and Puerto Rican (38.3%) ninth grade students in this U. S. urban school sample are more likely to do household chores daily with their parents than are Cuban (9.9%) or Central American (28.8%) ninth graders in these same schools.

- The majority (55.0%) of all four groups of Hispanic ninth graders report that they play games with their parents less than once a month, while almost half (45.2%) of these same students watch television daily with their parents.

Question 30: How often do you talk with your parents about the following topics?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Your School Work					
Less Than Once a Month	**33.2**	**31.1**	**35.6**	28.3	**32.3**
1-2 Times a Month	18.0	17.5	19.2	6.3	*16.6*
1-2 Times a Week	25.3	25.4	26.0	**37.0**	*26.9*
Daily	23.5	26.0	19.2	28.4	*24.2*
Your Future Plans					
Less Than Once a Month	**33.6**	27.3	19.2	**33.4**	*30.4*
1-2 Times a Month	21.2	21.0	26.0	25.6	*22.2*
1-2 Times a Week	27.7	**30.1**	**31.5**	25.6	*28.5*
Daily	17.5	21.6	23.3	15.4	*18.9*
Drug/Alcohol Abuse					
Less Than Once a Month	**57.9**	**51.1**	**62.5**	**55.6**	*56.4*
1-2 Times a Month	14.4	15.2	23.6	8.9	*14.9*
1-2 Times a Week	15.3	18.0	8.3	15.2	*15.2*
Daily	12.4	15.7	5.6	20.3	*13.5*

Trends

- The majority (56.4%) of ninth grade Hispanic students in this U. S. urban school sample report that they talk with their parents about drug or alcohol abuse less than once a month.
- Puerto Rican (30.1%) and Cuban (31.5%) ninth graders indicate that they talk to their parents about future plans once or twice a week. This is in contrast with Mexican American (33.6%) and Central American (33.4%) students who report conversations with their parents about future plans less than once a month.

INSTRUCTIONS FOR READING THE CHART ESSAY

Interpreting the Chart Essay

This page assists the reader in interpreting a chart essay page with ranked responses (e.g., 1st, 2nd, 3rd, etc.). It uses examples from the chart for Question 31 (page 57) to illustrate the five essential elements of a chart essay.

1. **Issue addressed by the general research question.**

   What are the characteristics of the parents of this sample of ninth grade Hispanic students selected from the seven U. S. urban schools participating in this study?

2. **Specific question asked in the questionnaire that is addressed by this chart.**

   Which of the following do you believe your parents expect you to do?

3. **Analysis for this and similar questions.**

   Columns 1 through 4: Rank of frequency of response for students in each of the four Hispanic groups for this variable.
   → **Mexican-American:**
   1st – *FINISH HIGH SCHOOL.*

   Column 5: Rank of frequency of response for the total of all four groups of Hispanic students.
   → **All Four Groups:**
   1st – *FINISH HIGH SCHOOL.*

   The most frequently occurring (modal) values are indicated in **BOLDFACE.**

4. **Actual values for the variable.**

   The highest frequency of response **(1st)** for this question for each of the four groups as well as the total was that they believed their parents expect them to **FINISH HIGH SCHOOL.**

5. **Trend statements.**

   These statements summarize the statistical findings in a narrative form, and as appropriate, reference the modal value.

Question 31: Which of the following do you believe your parents expect you to do?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Parental Expectations					
Finish High School	**1st**	**1st**	**1st**	**1st**	***1st***
Get a Better Job Than Parents	2nd	2nd	2nd	3rd	*2nd*
Get More Education Than Parents	3rd	3rd	4th	2nd	*3rd*
Go to College	4th	4th	3rd	4th	*4th*
Marry After High School Graduation	5th	5th	5th	5th	*5th*
Work to Support Family	6th	6th	7th	6th	*6th*
Enlist in Military	7th	7th	6th	7th	*7th*
Marry Before High School Graduation	8th	8th	8th	8th	*8th*

Trends

- All four groups of ninth grade Hispanic students in this U. S. urban school sample rank finishing high school in first place among their parents' expectations.
- Mexican American, Puerto Rican, and Cuban students ranked getting a better job than their parents in second place among their parents' expectations.
- Central American students indicated getting more education than their parents as their second place choice for parental expectations. Getting a better job than their parents ranked third for Central American ninth graders.

Question 32: Do your parents have rules for you regarding the following activities?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Parental Rules					
Homework	74.4	73.5	50.0	66.3	*70.7*
TV Viewing	40.5	36.7	15.3	39.0	*36.7*
Movies	49.7	45.0	18.1	43.2	*44.4*
Dating	54.2	46.9	35.2	60.5	*51.1*
Bedtime	57.9	60.0	38.0	50.6	*55.6*
Weekend Curfew	67.1	62.9	52.8	66.3	*64.4*
Church Attendance	49.2	42.5	30.6	48.8	*45.4*
Phone Usage	51.8	50.3	22.2	45.6	*47.6*
School Grades	**81.0**	**79.3**	**81.9**	**81.5**	*80.7*

Trends

- Four-fifths (80.7%) of ninth grade Hispanic students in this U. S. urban school sample report that their parents have rules for them regarding school grades.
- Seven of ten (70.7%) of the Hispanic ninth graders indicate that their parents set rules regarding homework. The percentage of students reporting rules for homework range from a low of 50% for Cuban ninth graders to a high of 74.4% for Mexican American students.
- Nearly two-thirds (64.4%) of the ninth grade Hispanic students indicate that their parents have rules about weekend curfew. The range for weekend curfew rules is from a low of 52.8% for Cuban students to a high of 67.1% for Mexican American ninth graders.

Question 33: Are there punishments associated with breaking rules in your home?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Punishments					
Never	31.7	32.8	36.6	39.8	*33.4*
Some of the Time	**57.8**	**61.0**	**56.4**	**54.2**	***58.1***
All of the Time	10.5	6.2	7.0	6.0	*8.5*

Trends

- One-third (33.4%) of ninth grade Hispanic students in this U. S. urban school sample report that punishments are never associated with breaking rules in their homes. The reporting of no punishment for rule violations ranges from a low of 31.7% for Mexican American students to a high of 39.8% for Central American ninth graders.

Question 34: Do your parents visit your school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Visit School					
Yes	**54.3**	**61.9**	41.4	40.2	***53.3***
No	45.7	38.1	**58.6**	**59.8**	*46.7*

Trends

- A majority (53.3%) of ninth grade Hispanic students in this U. S. urban school sample report that their parents visit their schools.
- More than half (54.3%) of Mexican American students and slightly more than three-fifths (61.9%) of Puerto Rican students indicate that their parents do visit their schools.
- Nearly three-fifths of Cuban students (58.6%) and Central American ninth graders (59.8%) say that their parents do not visit their schools.

Question 35: What is the most serious problem you have at home in your relationship with your parents?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Problem Areas					
Home Problems	27.3	21.0	24.1	**44.1**	*27.4*
Peer Problems	15.4	17.7	14.8	1.7	*14.3*
School Problems	9.2	3.2	13.0	3.4	*7.4*
Other Concerns	16.2	16.9	11.2	6.8	*14.7*
No Problems	**29.6**	**38.8**	**35.0**	35.5	*33.2*
Don't Know	2.3	2.4	1.9	8.5	*3.0*

Trends

- One-third (33.2%) of ninth grade Hispanic students in this U. S. urban school sample report that they have no problems in their relationship with their parents.
- Central American ninth grade students (44.1%) are more likely than students in the other three groups to indicate that their most serious difficulties with their parents involve home problems.

Question 36: Do you know of any gang activity in this school or in the neighborhood around the school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Gang Activity					
Yes	35.1	31.3	26.4	12.0	*30.4*
No	**50.7**	**54.7**	**68.0**	**61.5**	***54.9***
Don't Know	14.2	14.0	5.6	26.5	*14.7*

Trends

- A majority (54.9%) of ninth grade Hispanic students in this U. S. urban school sample report that they do not know of any gang activity in their school or in the neighborhood around the school. The percentage of students saying they knew of no gang activity ranges from a low of 50.7% for Mexican American students to a high of 68.0% for Cuban ninth graders.

PARENT CHARACTERISTICS

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Race				
Father or Stepfather	Undeclared	Undeclared	White	White
Mother or Stepmother	Undeclared	Undeclared	White	White
Ethnicity				
Father or Stepfather	Mexican	Puerto Rican	Cuban	Central American
Mother or Stepmother	Mexican	Puerto Rican	Cuban	Central American
Place of Birth				
Father or Stepfather	Mexico	Puerto Rico	Cuba	Other Country
Mother or Stepmother	Mexico	Puerto Rico	Cuba	Other Country
Level of Education				
Father or Stepfather	8th or Less	Don't Know	8th or Less	8th or Less
Mother or Stepmother	8th or Less	8th or Less/Some High School	8th or Less	8th or Less
Occupation				
Father or Stepfather	Factory Worker	No Response	No Response	Carpenter or Plumber Factory Worker
Mother or Stepmother	Homemaker	Homemaker	Factory Worker/Homemaker	Homemaker

The parents of students in the four Hispanic groups are most likely to differ on race, ethnicity, place of birth, and the occupation of father or stepfather.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Interactions with Parents				
Get Along with Parents	Very Well	Very Well	Very Well	Very Well
Activities with Parents				
Watch Television	Daily	Daily	1-2 Times a Week	Daily
Do Household Chores	Daily	Daily	Less Than Once a Month	Less Than Once a Month
Play Games	Less than Once a Month	Less than Once a Month	Less than Once a Month	Less than Once a Month
Discussions with Parents				
School Work	Less than Once a Month	Less than Once a Month	Less than Once a Month	1-2 Times a Week
Future Plans	Less than Once a Month	1-2 Times a Week	1-2 Times a Week	Less Than Once a Month
Drug/Alcohol Abuse	Less than Once a Month	Less than Once a Month	Less than Once a Month	Less than Once a Month
Parental Expectations				
First Choice	Finish High School	Finish High School	Finish High School	Finish High School
Second Choice	Better Job than Parents	Better Job than Parents	Better Job than Parents	More Education than Parents
Third Choice	More Education than Parents	More Education than Parents	More Education than Parents	Better Job than Parents

The parents of students in the four Hispanic groups are most likely to differ on requesting students to share in household chores and in discussing their child's future plans.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Rules and Regulations				
Parental Rules				
First Choice	School Grades	School Grades	School Grades	School Grades
Second Choice	Homework	Homework	Weekend Curfew	Homework
Third Choice	Weekend Curfew	Weekend Curfew	Homework	Weekend Curfew
Fourth Choice	Bedtime	Bedtime	Bedtime	Dating
Fifth Choice	Dating	Dating	Dating	Bedtime
Parental Punishment				
Punishments	Some of the Time	Some of the Time	Some of the Time	Some of the Time
School Visits				
Parents Visit School	Yes	Yes	No	No
Serious Problems with Parents				
Type of Problems	No Problems	No Problems	No Problems	Home Problems
Gang Activity				
Knowledge of Gang Activity	No	No	No	No

The parents of students in the four Hispanic groups are most likely to differ on visiting their child's school.

NOTES

LANGUAGE USAGE

Question 37: Do you know Spanish?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Know Spanish					
Yes	**88.3**	**92.6**	**97.2**	**85.0**	***89.9***
No	11.7	7.4	2.8	15.0	*10.1*

Trends

- Almost nine of ten (89.9%) ninth grade Hispanic students in this U. S. urban school sample report that they know Spanish.
- Ninth grade Cuban students (97.2%) in this U. S. urban school sample are more likely than Mexican American (88.3%), Puerto Rican (92.6%), or Central American (85.0%) students in the same schools to report that they know Spanish.

LANGUAGE USAGE

Question 38: With regard to Spanish, how well do you do the following?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Speak Spanish					
Very Well	**38.7**	**50.0**	**58.1**	**53.8**	***45.4***
Pretty Well	35.9	31.5	33.3	25.6	*33.3*
Not Very Well	18.7	14.6	7.2	10.3	*15.5*
Not at All	6.7	3.9	1.4	10.3	*5.8*
Read Spanish					
Very Well	25.6	**32.6**	**36.8**	**61.5**	***32.7***
Pretty Well	26.2	23.2	30.9	17.9	*24.9*
Not Very Well	**30.1**	26.0	27.9	10.3	*26.5*
Not at All	18.1	18.2	4.4	10.3	*15.9*
Write Spanish					
Very Well	23.6	**30.0**	**32.3**	**53.7**	**29.6**
Pretty Well	21.1	22.8	30.9	20.0	22.4
Not Very Well	**28.4**	23.9	26.5	10.0	24.9
Not at All	26.9	23.3	10.3	16.3	23.1

Trends

- All four groups of ninth grade Hispanic students in this U. S. urban school sample report that they
  - speak Spanish very well (45.4%) or pretty well (33.3%),
  - read Spanish very well (32.7%) or pretty well (24.9%), and
  - write Spanish very well (29.6%) or pretty well (22.4%).
- Ninth grade Mexican American students are least likely to use the "very well" category to describe their Spanish speaking (38.7%) , reading (25.6%) , and writing (23.6%) skills.

Question 39: With regard to English, how well do you do the following?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Speak English					
Very Well	**68.7**	**76.8**	**74.6**	37.5	***67.9***
Pretty Well	19.5	16.6	19.8	15.0	*18.2*
Not Very Well	11.0	5.0	5.6	**42.5**	*12.5*
Not at All	0.8	1.6	0.0	5.0	*1.4*
Read English					
Very Well	**70.3**	**71.6**	**70.5**	**39.2**	***67.2***
Pretty Well	16.2	16.7	22.5	17.7	*17.1*
Not Very Well	12.1	10.6	5.6	**39.2**	*14.1*
Not at All	1.4	1.1	1.4	3.9	*1.6*
Write English					
Very Well	**65.8**	**75.1**	**64.7**	**36.7**	***64.8***
Pretty Well	18.5	10.5	25.4	24.1	*17.7*
Not Very Well	14.3	11.6	8.5	**36.7**	*15.6*
Not at All	1.4	2.8	1.4	2.5	*1.9*

Trends

- Ninth grade Central American students in this U. S. urban school sample are least likely to use the "very well" category to describe how well they speak English (37.5%), read English (39.2%), or write English (36.7%). Mexican American, Puerto Rican, and Cuban students in the same schools are significantly more likely to describe their English speaking, reading, and writing abilities with the "very well" category.

LANGUAGE USAGE

Question 40: How often have your parents encouraged you to do the following?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Learn English					
Always	**43.9**	**47.0**	**58.0**	**76.4**	*49.9*
Often	14.8	14.9	10.1	11.1	*13.9*
Rarely	10.1	14.3	11.6	5.6	*10.8*
Never	31.2	23.8	20.3	6.9	*25.4*
Learn Spanish					
Always	**31.0**	**38.2**	**39.2**	**32.0**	*33.9*
Often	30.4	25.9	30.4	29.3	*29.1*
Rarely	20.5	16.5	13.0	18.7	*18.4*
Never	18.1	19.4	17.4	20.0	*18.6*
Learn Both					
Always	**47.3**	**48.0**	**50.8**	**67.1**	*50.1*
Often	21.7	20.5	24.6	16.4	*21.1*
Rarely	14.6	15.2	15.9	5.5	*13.9*
Never	16.4	16.3	8.7	11.0	*14.9*

Trends

- All four groups of ninth grade Hispanic students in this U. S. urban school sample report their parents always encouraged them
  - to learn English (from 43.9% to 76.4%),
  - to learn Spanish (31.0% to 39.2%), and
  - to learn both English and Spanish (47.3% to 67.1%).
- Central American students are more likely than the other three Hispanic groups to indicate that their parents always encouraged them to learn English (76.4%) or to learn both English and Spanish (67.1%).

LANGUAGE USAGE

Question 41a: What language do you use to speak with other students in school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Language Used					
Only Spanish	2.5	6.1	4.3	7.6	*4.3*
Mostly Spanish	5.0	1.1	1.4	13.9	*4.6*
Spanish and English	26.3	**37.5**	**45.7**	**41.7**	*32.9*
Mostly English	32.7	35.2	35.7	20.3	*32.2*
Only English	**33.5**	20.1	12.9	16.5	*26.0*

Trends

- Approximately one-third (32.9%) of ninth grade Hispanic students in this U. S. urban school sample report that they speak both Spanish and English with other students in school.
- Ninth grade Mexican American students indicate that they use mostly English (32.7%) or only English (33.5%) to speak with other students in school.
- Ninth grade Puerto Rican students (37.5%), Cuban students (45.7%), and Central American students (41.7%) are likely to speak both Spanish and English with other students in school.

LANGUAGE USAGE

Question 41b: What language do you use to speak with your best friends?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Language Used					
Only Spanish	7.2	5.1	4.3	11.5	*6.8*
Mostly Spanish	4.2	2.2	2.9	15.4	*4.8*
Spanish and English	29.1	**42.7**	**51.4**	**35.9**	*35.7*
Mostly English	29.4	25.8	30.0	21.8	*27.7*
Only English	**30.1**	24.2	11.4	15.4	*25.0*

Trends

- Slightly more than one-third (35.7%) of ninth grade Hispanic students in this U. S. urban school sample report that they speak both Spanish and English with their best friends.
- Ninth grade Mexican American students indicate that they use both Spanish and English (29.1%), mostly English (29.4%), or only English (30.1%) to speak with their best friends.
- Ninth grade Puerto Rican students (42.7%) and Central American students (35.9%) are likely to speak both Spanish and English with their best friends.
- The majority (51.4%) of ninth grade Cuban students are likely to speak both Spanish and English with their best friends.

LANGUAGE USAGE

Question 41c: What language do your parents use to speak to each other?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Language Used					
Only Spanish	**50.4**	**55.2**	**84.6**	**66.2**	***56.9***
Mostly Spanish	17.3	19.4	7.7	6.5	*15.6*
Spanish and English	19.3	18.8	1.5	6.5	*15.9*
Mostly English	5.2	1.8	3.1	9.1	*4.6*
Only English	7.8	4.8	3.1	11.7	*7.0*

Trends

- The majority (56.9%) of ninth grade Hispanic students in this U. S. urban school sample report that their parents use only Spanish to speak to each other.
- Ninth grade Cuban students (84.6%) are more likely than Central American students (66.2%), Puerto Rican students (55.2%), or Mexican American students (50.4%) to report that their parents use only Spanish to speak to each other.

LANGUAGE USAGE

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Knowledge of Spanish				
Know Spanish	Yes	Yes	Yes	Yes
Speak Spanish	Very Well	Very Well	Very Well	Very Well
Read Spanish	Not Very Well	Very Well	Very Well	Very Well
Write Spanish	Not Very Well	Very Well	Very Well	Very Well
Knowledge of English				
Speak English	Very Well	Very Well	Very Well	Not Very Well
Read English	Very Well	Very Well	Very Well	Very Well/Not Very Well
Write English	Very Well	Very Well	Very Well	Very Well/Not Very Well
Parental Encouragement				
To Learn English	Always	Always	Always	Always
To Learn Spanish	Always	Always	Always	Always
To Learn Both	Always	Always	Always	Always
Language Used				
At School	Only English	Spanish and English	Spanish and English	Spanish and English
With Friends	Only English	Spanish and English	Spanish and English	Spanish and English
Between Parents	Only Spanish	Only Spanish	Only Spanish	Only Spanish

The four Hispanic student groups are most likely to differ on the language used at school and with friends.

NOTES

Question 42: Do you like school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Like School					
Yes	**91.0**	**84.5**	**76.8**	**97.5**	*88.7*
No	9.0	15.5	23.2	2.5	*11.3*

Trends

- Almost nine of ten (88.7%) of all four groups of ninth grade Hispanic students in this U.S. urban school sample reports that they like school.
- Central American (97.5%) students are most likely to report that they like school.

Question 43: How many of each of the following persons do you like?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Teachers					
None	1.9	1.6	6.8	2.4	*2.3*
Some	**46.8**	**51.2**	**45.3**	**39.8**	***47.0***
Most	37.9	31.3	39.7	36.1	*36.2*
All	13.4	15.9	8.2	21.7	*14.5*
Counselors					
None	7.3	9.6	5.6	12.5	*8.3*
Some	**47.6**	**45.2**	**41.7**	**46.2**	***46.2***
Most	25.4	28.8	33.3	18.8	*26.3*
All	19.7	16.4	19.4	22.5	*19.2*
Administrators					
None	11.9	9.3	12.3	14.8	*11.6*
Some	**38.8**	**40.7**	**53.5**	**39.5**	***40.9***
Most	27.7	27.5	21.9	21.0	*26.3*
All	21.6	22.5	12.3	24.7	*21.2*

Trends

- Hispanic ninth grade students are most likely to report that they like some of their school teachers (47.0%), counselors (46.2%), and administrators (40.9%).

Question 44: There are many different types of students in your school. How do you feel about each group on the following list?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Hispanic Students					
Like	**76.1**	**79.8**	**76.8**	**72.4**	*76.7*
Dislike	1.9	0.5	2.7	6.3	*2.1*
Neutral	18.7	17.0	20.5	13.8	*17.9*
Don't Know	3.3	2.7	0.0	7.5	*3.3*
Black Students					
Like	**47.9**	**70.2**	**53.4**	**55.0**	*55.0*
Dislike	7.4	3.4	4.1	1.2	*5.4*
Neutral	36.4	23.0	41.1	36.3	*33.4*
Don't Know	8.3	3.4	1.4	7.5	*6.2*
White Students					
Like	**56.3**	**64.1**	**69.4**	**61.7**	*60.3*
Dislike	4.1	6.6	1.4	2.5	*4.3*
Neutral	35.2	24.9	27.8	29.6	*31.1*
Don't Know	4.4	4.4	1.4	6.2	*4.3*

Trends

- More than three-fourths (76.7%) of all ninth grade Hispanic students in this U.S. urban school sample report that they like Hispanic students as compared to Black students (55%) and white students (60.3%).
- Puerto Rican students (70.2%) are most likely to report that they like Black students.
- Cuban students (69.4%) are most likely to report that they like White students.

Question 45: **Tell us how you think your teachers feel about the following groups of students in your school.**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Hispanic Students					
Like	**49.9**	**54.7**	**50.7**	**46.9**	***50.9***
Dislike	4.2	4.4	2.7	3.7	*4.0*
Neutral	30.7	21.0	38.4	32.1	*29.2*
Don't Know	15.2	19.9	8.2	17.3	*15.9*
Black Students					
Like	**46.7**	**55.3**	**53.5**	**41.5**	***49.0***
Dislike	3.3	4.4	5.6	2.4	*3.7*
Neutral	32.8	22.1	31.0	34.1	*30.0*
Don't Know	17.2	18.2	9.9	22.0	*17.3*
White Students					
Like	**55.2**	**62.8**	**64.5**	**50.0**	***57.5***
Dislike	3.0	2.2	2.7	1.2	*2.6*
Neutral	29.1	17.8	20.5	32.9	*25.7*
Don't Know	12.7	17.2	12.3	15.9	*14.2*

Trends

- The ninth grade Hispanic students in this U.S. urban school sample were somewhat more likely to report that they think their teachers like White students (57.5%) than they are to report that they think their teachers like Black (49.0%) or Hispanic (50.9%) students.

Question 46: How do you think other students in your classes see you?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
As Popular					
Very	10.5	21.5	15.1	20.7	*15.1*
Somewhat	**72.0**	**63.0**	**68.5**	**54.9**	***67.3***
Not At All	17.5	15.5	16.4	24.4	*17.6*
As Athletic					
Very	15.5	25.3	25.4	17.7	*19.3*
Somewhat	**43.5**	**42.3**	**47.8**	38.0	***43.0***
Not At All	41.0	32.4	26.8	**44.3**	*37.7*
As a Good Student					
Very	31.4	39.8	31.5	38.6	*34.4*
Somewhat	**60.3**	**55.2**	**58.9**	**53.0**	***58.0***
Not At All	8.3	5.0	9.6	8.4	*7.6*

Trends

- The majority of Hispanic ninth grade students in this U.S. urban school sample (67.3%) view themselves as somewhat popular.
- Puerto Rican (21.5%) and Central American (20.7%) students are more likely to view themselves as very popular.
- More than one third (34.4%) of the Hispanic ninth graders believe that other students see them as being very good students.

Question 47: In general, how important are the following things to your classmates?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Be Interested in School					
Very Important	45.9	**50.0**	38.4	**57.3**	*47.5*
Somewhat Important	**48.9**	44.4	**52.0**	37.8	*46.8*
Not Important	5.2	5.6	9.6	4.9	*5.7*
Attend Classes Regularly					
Very Important	**51.3**	**58.2**	41.1	**62.2**	*53.3*
Somewhat Important	40.8	38.5	**50.7**	28.0	*39.7*
Not Important	7.9	3.3	8.2	9.8	*7.0*
Follow School Rules					
Very Important	**48.3**	**52.0**	33.3	**57.3**	*48.7*
Somewhat Important	38.5	37.0	**54.2**	24.4	*38.1*
Not Important	13.2	11.0	12.5	18.3	*13.2*

Trends

- Puerto Rican (50.0%) and Central American (57.3%) ninth grade students in this U.S. urban school sample were most likely to report that being interested in school is very important to their classmates.
- The majority of Mexican American (51.3%), Puerto Rican (58.2%) and Central American (62.2%) ninth graders report that their classmates feel it is very important to attend classes regularly.
- Among all four groups, 5.7% of the students think that their classmates feel it is not important to be interested in school, 7.0% feel it is not important to attend classes regularly and 13.2% feel it is not important to follow school rules.

Question 48: **In school, how often do you participate in any of the following activities?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Sports					
Often	26.1	37.7	43.8	42.4	*32.9*
Sometimes	47.3	42.6	42.5	41.3	*44.8*
Never	26.6	19.7	13.7	16.3	*22.3*
Music or Dance					
Often	16.1	14.4	19.4	7.7	*15.1*
Sometimes	28.0	28.7	23.6	15.4	*26.3*
Never	55.9	56.9	57.0	76.9	*58.6*

Trends

- Mexican American (47.3%) and Puerto Rican (42.6%) ninth grade students in this U.S. urban school sample say that they sometimes participate in sports in school.
- Cuban (43.8%) and Central American (42.4%) students often participate in sports at school.
- A majority of the ninth graders (58.6%) report that they never participate in music or dance in school.

Question 49: Outside school, how often do you participate in any of the following activities?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Sports					
Often	40.9	**47.5**	**53.4**	**47.4**	***44.7***
Sometimes	**46.0**	44.2	32.9	36.3	*43.0*
Never	13.1	8.3	13.7	16.3	*12.3*
Music or Dance					
Often	26.9	34.1	30.1	25.4	*28.9*
Sometimes	**37.1**	31.3	**39.8**	31.6	*35.2*
Never	36.0	**34.6**	30.1	**43.0**	***35.9***
Recreation Programs					
Often	6.9	14.0	5.6	6.4	*8.6*
Sometimes	23.6	22.3	13.9	11.5	*20.8*
Never	**69.5**	**63.7**	80.5	**82.1**	***70.6***

Trends

- Puerto Rican (47.5%), Cuban (53.4%) and Central American (47.4%) ninth grade students in this Urban school sample are most likely to report that they often participate in sports activities outside school.
- About one third (35.2%) of the students report that they sometimes participate in music or dance activities and another third (35.9%) report that they never participate in music or dance activities outside school.
- Seven of ten ninth graders (70.6%) never participate in recreation program outside school.

Question 50: What one thing helps you do well in school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	(Rank)				
Aids					
Good Study Habits	**1st**	**1st**	**1st**	**1st**	***1st***
Teachers	2nd	2nd	4th	3rd	*2nd*
Support From Others	4th	3rd	3rd	3rd	*4th*
Parents/Family	5th	3rd	4th	9th	*5th*
Academic Success	7th	6th	2nd	7th	*6th*
Interesting Classes	6th	8th	8th	5th	*7th*
Regular Attendance	8th	9th	9th	8th	*9th*
Nothing	10th	9th	----	----	*10th*
Don't Know	11th	11th	----	----	*11th*
Other	9th	7th	7th	5th	*8th*
No Response	3rd	5th	4th	2nd	*3rd*

Trends

- All four groups of Hispanic ninth grade students in this U.S. urban school sample named good study habits most frequently as the one thing that helps them do well in school.
- Mexican American and Puerto Rican students ranked teachers second while Cuban students ranked teachers fourth and Central American students ranked them third.

Question 51: What one thing keeps you from doing well in school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Impediments					
Friends/Peers	1st	1st	1st	3rd	*1st*
Poor Study Habits	3rd	4th	2nd	5th	*3rd*
Nothing	4th	2nd	5th	2nd	*4th*
Poor Attendance	5th	11th	4th	10th	*6th*
Personal/Family Problems	9th	8th	10th	4th	*7th*
Outside Activities	6th	10th	5th	10th	*8th*
Teachers	8th	8th	8th	9th	*9th*
Academic Difficulty	10th	7th	8th	7th	*10th*
Delinquent Behavior	11th	6th	----	----	*11th*
Language Difficulty	13th	----	----	7th	*13th*
Negative Attitude	14th	----	12th	13th	*14th*
Don't Know	12th	12th	10th	10th	*12th*
Other	7th	5th	3rd	5th	*5th*
No Response	2nd	3rd	5th	1st	*2nd*

Trends

- Mexican American, Puerto Rican and Cuban ninth grade students in this U.S. urban school sample ranked friends/peers first as the one thing that keeps them from doing well in school.
- Central American students were most likely not to respond (1st) to this question. "Nothing" was ranked second for Puerto Rican and Central American ninth graders.

Question 52: **How many times in the last twelve months has each of the following things happened to you?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Sent to the Office for Discipline Problems					
Never	**64.3**	**67.8**	**64.4**	**81.9**	***67.3***
1-2 Times	23.7	24.0	27.4	9.6	*22.5*
3-4 Times	6.0	4.4	6.8	4.8	*5.5*
5 or More Times	6.0	3.8	1.4	3.7	*4.7*
Parents Called to School					
Never	**67.2**	**68.2**	**82.2**	**85.4**	***71.2***
1-2 Times	25.7	23.0	13.7	8.5	*21.7*
3-4 Times	4.6	7.7	4.1	3.7	*5.3*
5 or More Times	2.5	1.1	0.0	2.4	*1.8*
Suspended From School					
Never	**81.7**	**73.1**	**91.8**	**93.9**	***81.9***
1-2 Times	13.9	20.9	8.2	3.7	*13.9*
3-4 Times	2.5	3.8	0.0	2.4	*2.6*
5 or More Times	1.9	2.2	0.0	0.0	*1.6*

Trends

- A majority of Hispanic ninth grade students in this U.S. urban sample report that they have not been suspended from school in the past year (67.3%); their parents were never called to their school (71.2%); and were never suspended from school (81.9%).

NOTES

SCHOOL ENVIRONMENT

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Attitude towards School				
Student Likes School	Yes	Yes	Yes	Yes
Student Likes				
Teachers	Some	Some	Some	Some
Counselors	Some	Some	Some	Some
Administrators	Some	Some	Some	Some
Attitude towards Students				
Student's Feelings About				
Hispanic Students	Like	Like	Like	Like
Black Students	Like	Like	Like	Like
White Students	Like	Like	Like	Like
Teachers' Feelings About				
Hispanic Students	Like	Like	Like	Like
Black Students	Like	Like	Like	Like
White Students	Like	Like	Like	Like

The four Hispanic groups exhibit similar attitudes and perceptions.

101

102

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Perception of Classmates' Views				
Classmates' View of Student				
As Popular	Somewhat	Somewhat	Somewhat	Somewhat
As Athletic	Somewhat	Somewhat	Somewhat	Not At All
As a Good Student	Somewhat	Somewhat	Somewhat	Somewhat
Behavior Valued by Classmates				
Interest in School	Somewhat Important	Very Important	Somewhat Important	Very Important
Regular Attendance	Very Important	Very Important	Somewhat Important	Very Important
Following Rules	Very Important	Very Important	Somewhat Important	Very Important
Participation in Activities				
In School Activitities				
Sports	Sometimes	Sometimes	Often	Often
Music or Dance	Never	Never	Never	Never
Out-of-School Activitities				
Sports	Sometimes	Often	Often	Often
Music or Dance	Sometimes	Never	Sometimes	Never
Recreation Programs	Never	Never	Never	Never

The four Hispanic groups are most likely to differ on perception of classmates' values towards interest in school, regular attendance, and following school rules. They are also likely to differ in their participation in sports and out-of-school music or dance.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Doing Well in School				
Aids to School Progress				
First Choice	Good Study Habits	Good Study Habits	Good Study Habits	Good Study Habits
Second Choice	Teachers	Teachers	Academic Success	No Response
Third Choice	No Response	Support from Others	Support from Others	Teachers
Fourth Choice	Support from Others	Parents/Family	Teachers	Support from Others
Fifth Choice	Parents/Family	No Response	Parents/Family	Interesting Classes
Impediments to School Progress				
First Choice	Friends/Peers	Friends/Peers	Friends/Peers	No Response
Second Choice	No Response	Nothing	Poor Study Habits	Nothing
Third Choice	Poor Study Habits	No Response	Other	Friends/Peers
Fourth Choice	Nothing	Poor Study Habits	Poor Attendance	Personal/Family Problems
Disciplinary Problems				
In the Last Twelve Months				
Sent to the Office	Never	Never	Never	Never
Parents Called	Never	Never	Never	Never
Suspended	Never	Never	Never	Never

The four Hispanic groups exhibit similar patterns on these school concerns.

NOTES

107

Question 53: How many days of school did you miss over the last six weeks?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Days Missed					
None	**31.7**	22.7	27.4	**33.8**	*29.2*
1 or 2 Days	**31.7**	**28.1**	**31.5**	30.1	***30.5***
3 or 4 Days	15.0	21.0	20.5	20.5	*17.8*
5 to 9 Days	12.6	14.4	11.0	9.6	*12.5*
10 Days or More	9.0	13.8	9.6	6.0	*10.0*

Trends

- Three of ten (30.5%) ninth grade Hispanic students in this U.S. urban school sample report missing one or two days of school over the last six weeks.

Question 54: **Generally, when you do not go to school, what are the reasons for not going?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Reasons					
Illness	**1st**	**1st**	**1st**	**1st**	***1st***
Tardiness	2nd	2nd	2nd	2nd	*2nd*
Boring Classes	4th	4th	3rd	6th	*4th*
Away Visiting Relatives	5th	5th	7th	4th	*5th*
Not Ready for Exam	6th	8th	5th	5th	*6th*
Material Too Difficult	8th	7th	8th	9th	*7th*
Homework Incomplete	7th	9th	6th	8th	*8th*
Feel Out of Place	9th	6th	----	6th	*9th*
Other	3rd	3rd	4th	2nd	*3rd*

Trends

- Illness ranked first among all ninth grade Hispanic students in this U.S. urban school sample as the major reason for not going to school.
- Tardiness ranked as the second reason for not going to school for each of the four groups of Hispanic ninth graders.

Question 55: How many times were you tardy for school over the last six weeks?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Times Tardy					
Never	**34.9**	**37.1**	**47.9**	**48.8**	*38.4*
1 or 2 Times	31.6	33.7	23.3	25.6	*30.6*
3 or 4 Times	17.9	16.3	12.3	13.4	*16.4*
5 to 10 Times	8.2	9.0	5.5	7.3	*8.0*
More Than 10 Times	7.4	3.9	11.0	4.9	*6.6*

Trends

- Nearly two-fifths (38.4%) of the Hispanic ninth grade students in this U.S. urban school sample report that they were never tardy for school over the last six weeks.
- Cuban (47.9%) and Central American (48.8%) ninth graders are more likely than Mexican American (34.9%) or Puerto Rican (37.1%) students to report they were never tardy for school.

Question 56: How often do you cut or skip classes, other than physical education?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Cutting Class					
Never or Almost Never	**69.0**	**76.6**	**60.3**	**75.9**	***70.9***
Less Than Once a Week	15.6	12.8	21.9	16.9	*15.7*
At Least Once a Week	7.4	8.4	13.7	6.0	*8.1*
Two or Three Times a Week	4.9	1.1	2.7	0.0	*3.1*
Daily	3.1	1.1	1.4	1.2	*2.2*

Trends

- More than seven of ten (70.9%) ninth grade Hispanic students in this U.S. urban school sample indicated that they never or almost never cut classes.

Question 57: How often do you come to school without having completed all your homework?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Homework Incomplete					
Never or Almost Never	26.8	35.4	27.4	**41.0**	*30.8*
Less Than Once a Week	**38.7**	**35.9**	**39.7**	**41.0**	*38.2*
At Least Once a Week	17.8	14.9	17.8	8.4	*16.0*
Two or Three Times a Week	7.9	8.8	11.0	7.2	*8.4*
Daily	8.8	5.0	4.1	2.4	*6.6*

Trends

- Nearly two-fifths (38.2%) of the students report that they come to school less than once a week without having completed all their homework.
- Central American students (41.0%) are most likely to report that they never or almost never come to school without all their homework.

Question 58: Please rate your school on each of the following aspects.

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Discipline					
Poor or Fair	**52.3**	**55.6**	**44.5**	**43.9**	*51.3*
Good	27.2	27.0	**44.5**	31.7	*29.5*
Excellent	11.1	10.7	11.0	17.1	*11.7*
Don't Know	9.4	6.7	0.0	7.3	*7.5*
Reputation in the Community					
Poor or Fair	**55.1**	**57.3**	**45.9**	**41.3**	*53.1*
Good	27.4	26.4	31.9	36.3	*28.7*
Excellent	6.4	8.4	22.2	11.2	*9.1*
Don't Know	11.1	7.9	0.0	11.2	*9.1*
School Spirit					
Poor or Fair	**34.0**	**44.7**	18.3	25.6	**34.2**
Good	32.0	25.7	18.3	**42.7**	*30.2*
Excellent	27.9	25.1	**63.4**	23.2	*30.3*
Don't Know	6.1	4.5	0.0	8.5	*5.3*

Trends

- A majority of Hispanic ninth grade students in this U.S. urban school sample rate the discipline (51.3%) and the reputation in the community (53.1%) of their schools poor or fair.
- Mexican American (34.0%) and Puerto Rican (44.7%) ninth graders are most likely to rate school spirit as poor or fair.
- Cuban students (63.4%) are most likely to rate school spirit as excellent. Two-fifths (42.7%) Central American ninth graders rate school spirit as good.

Question 59: **How do you feel about the teachers in this school? Are there not enough, about right, or too many Hispanic, Black, or White teachers?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Hispanic					
Not Enough	32.5	31.5	13.7	18.1	*28.6*
About Right	**51.0**	**51.9**	**72.6**	**57.8**	***54.2***
Too Many	3.6	2.8	4.1	4.8	*3.6*
Don't Know	12.9	13.8	9.6	19.3	*13.6*
Black					
Not Enough	18.8	9.4	9.6	2.4	*13.5*
About Right	**49.2**	**59.7**	**68.5**	**51.3**	***54.2***
Too Many	17.4	18.2	13.7	18.3	*17.3*
Don't Know	14.6	12.7	8.2	28.0	*15.0*
White					
Not Enough	14.0	7.8	9.6	12.2	*11.7*
About Right	**54.1**	**57.2**	**74.0**	**58.6**	***57.5***
Too Many	16.5	20.6	6.8	8.5	*15.6*
Don't Know	15.4	14.4	9.6	20.7	*15.2*

Trends

- The majority of ninth grade Hispanic students in this U.S. urban school sample feels that the number of Hispanic (54.2%), Black (54.2%) and White (57.5%) teachers in their school is about right.

Question 60: **How do you feel about the students in this school? Are there not enough, about right, or too many Hispanic, Black, or White students?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Hispanic					
Not Enough	10.5	10.6	7.0	10.8	*10.2*
About Right	**61.3**	**67.2**	**59.2**	**49.4**	***61.2***
Too Many	21.3	17.8	28.2	24.1	*21.4*
Don't Know	6.9	4.4	5.6	15.7	*7.2*
Black					
Not Enough	28.9	1.6	2.8	3.7	*16.1*
About Right	**35.5**	**57.2**	**69.4**	**48.7**	***46.3***
Too Many	23.9	33.0	22.2	31.7	*27.0*
Don't Know	11.7	8.2	5.6	15.9	*10.6*
White					
Not Enough	31.8	31.1	23.6	29.3	*30.5*
About Right	**46.0**	**48.9**	**63.9**	**42.6**	***48.2***
Too Many	10.0	10.0	5.6	9.8	*9.5*
Don't Know	12.2	10.0	6.9	18.3	*11.8*

Trends

- Hispanic ninth grade students in this U.S. urban school sample are most likely to report that the number of Hispanic (61.2%), Black (46.3%) and White (48.2%) students in their school is about right.
- Puerto Rican (57.2%) and Cuban (69.4%) Hispanic ninth grade students are more likely to report that the number of Black students in their schools is about right.
- Cuban students are most likely (63.9%) to report that the number of White students in their schools is about right.

Question 61: How do you think the teachers in your school feel about you?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Teachers Expect					
Good Behavior					
Very True	41.6	**53.0**	**47.2**	**64.6**	*47.8*
Somewhat True	**43.7**	31.1	**44.4**	15.9	*37.3*
Not True At All	5.7	5.5	5.6	7.3	*5.8*
Don't Know	9.0	10.4	2.8	12.2	*9.1*
Teachers Demand					
Good School Work					
Very True	27.9	34.6	**43.0**	29.6	*31.4*
Somewhat True	**44.7**	**39.0**	41.7	**37.0**	*42.1*
Not True At All	18.9	15.9	11.1	23.5	*17.8*
Don't Know	8.5	10.5	4.2	9.9	*8.7*
Teachers Care About Me					
Very True	37.4	**47.5**	**52.8**	**44.6**	*42.5*
Somewhat True	**37.8**	28.7	37.5	30.1	*34.5*
Not True At All	7.9	5.0	6.9	6.0	*6.8*
Don't Know	16.9	18.8	2.8	19.3	*16.2*

Trends

- Slightly less than half (47.8%) of the Hispanic ninth grade students in this U. S. urban school sample state that it is very true that their teachers expect good behavior from them.
- About two of five (42.1%) Hispanic ninth graders say that it is somewhat true that teachers demand good school work of them.
- Two-fifths (42.5%) of the Hispanic ninth grade students agree that it is very true that their teachers care about them.

Question 62: Of the following persons with whom would you feel comfortable discussing school problems?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Advisor					
Parents	2nd	**1st**	2nd	**1st**	***1st***
A Friend	**1st**	2nd	**1st**	3rd	*2nd*
Brothers/Sisters	3rd	3rd	3rd	5th	*3rd*
A Teacher	4th	4th	5th	2nd	*4th*
A Counselor	5th	5th	4th	4th	*5th*
Relatives	6th	6th	5th	6th	*6th*
The Principal	7th	7th	8th	6th	*7th*
A Religious Advisor	8th	8th	9th	6th	*8th*
Agency Person	9th	11th	11th	9th	*10th*
Other	10th	9th	7th	9th	*9th*
No one	11th	10th	10th	11th	*11th*

Trends

- Puerto Rican and Central American ninth grade students in this U.S. urban school sample most frequently cited parents (1st) as the persons with whom they would feel comfortable discussing school problems.
- Mexican American and Cuban ninth graders ranked a friend (1st) as the person with whom they would feel more comfortable discussing school problems.

Question 63: Of the following persons with whom would you feel comfortable discussing personal problems?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Advisor					
A Friend	**1st**	2nd	**1st**	2nd	***1st***
Parents	2nd	**1st**	2nd	**1st**	*2nd*
Brothers/Sisters	3rd	3rd	3rd	3rd	*3rd*
Relatives	4th	4th	4th	4th	*4th*
A Religious Advisor	5th	7th	6th	4th	*5th*
A Teacher	6th	5th	8th	7th	*6th*
A Counselor	7th	6th	5th	4th	*7th*
The Principal	9th	10th	10th	10th	*10th*
Agency Person	11th	10th	---	10th	*11th*
Other	10th	9th	7th	9th	*9th*
No One	8th	8th	9th	8th	*8th*

Trends

- A friend was ranked first by Mexican American and Cuban ninth grade students in this U.S. urban school sample as the person with whom they would feel most comfortable discussing personal problems.
- Puerto Rican and Central American ninth graders most frequently cited parents as the persons with whom they would feel comfortable discussing personal problems.

Question 64: Who generally advises you to stay in school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Advisor					
Mother or Stepmother	**1st**	**1st**	**1st**	**1st**	***1st***
Teachers	2nd	2nd	3rd	2nd	*2nd*
Counselors	4th	4th	2nd	5th	*3rd*
Father or Stepfather	3rd	5th	4th	3rd	*4th*
Relatives	5th	3rd	6th	6th	*5th*
Administrators	6th	6th	8th	8th	*7th*
Friends	7th	8th	7th	7th	*8th*
Older Brothers	10th	10th	9th	8th	*9th*
Older Sisters	9th	9th	10th	10th	*10th*
Religious Advisor	11th	11th	11th	11th	*11th*
Other	8th	7th	5th	4th	*6th*

Trends

- All four groups of ninth grade Hispanic students in this U.S. urban school sample report that their mothers or stepmothers are most likely to advise them to stay in school.
- Mexican American, Puerto Rican, and Central American students ranked teachers as second most likely to advise them to stay in school. Cuban ninth graders ranked counselors second.

Question 65: Who are the students you know who have dropped out of high school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Known Drop Outs					
Good Friends	25.6	34.4	32.9	24.1	*28.5*
Just Friends	47.4	51.4	63.0	47.0	*50.0*
Acquaintances	**62.4**	**60.1**	**68.5**	**55.4**	***61.6***
Brothers	15.3	22.4	13.7	7.2	*16.0*
Sisters	17.7	24.0	4.1	7.2	*16.7*
Other Relatives	35.7	44.3	21.9	12.0	*33.7*
None	11.2	7.1	5.5	18.1	*10.3*

Trends

- More than three of five (61.6%) ninth grade Hispanic students in this urban school sample indicated that they had acquaintances who had dropped out of high school.

Question 66: Is it necessary for you to finish high school to be successful in life?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Necessary to Finish					
Yes	**95.6**	**96.0**	**97.3**	**97.6**	***96.1***
No	4.4	4.0	2.7	2.4	*3.9*

Trends

- Nearly all (96.1%) of the ninth grade Hispanic students in this U.S. urban school sample believe that it is necessary for them to finish high school to be successful in life.

Question 67: As things stand now, how far in school do you think you will get?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Expectation					
Less Than High School Graduation	2.2	2.8	0.0	2.4	*2.1*
High School Graduation	**24.8**	15.8	11.0	10.8	*19.4*
Vocational/Trade/ Business School	11.4	9.8	9.6	13.3	*11.0*
College	22.9	**21.9**	**32.9**	19.3	**23.3**
Graduate/Professional School	13.6	19.1	27.4	**34.9**	*19.0*
Don't Know	15.3	16.4	6.8	6.0	*13.6*
No Response	9.8	14.2	12.3	13.3	*11.6*

Trends

- Almost one-fourth (23.3%) of the Hispanic students in this U. S. urban school sample report that they expect to get to college.
- Almost one-fourth (24.8%) of the Mexican American ninth grade students in this U.S. urban school sample expect to graduate from high school.
- Puerto Rican (21.9%) and Cuban (32.9%) cite college as their highest educational expectation.
- More than one-third (34.9%) of Central American students expect to attend graduate or professional school.

SCHOOL ISSUES

Question 68: If you were to quit high school before graduation, what would be the main reason for leaving?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Reason					
Work - Family Need	**28.1**	20.8	16.4	24.1	*24.6*
Work - Spending Money	5.4	4.4	6.8	2.4	*5.0*
Pregnancy/Parenting	7.3	4.4	4.1	6.0	*6.1*
Insufficient Credits	8.2	6.0	4.1	0.0	*6.2*
Marriage	2.7	4.4	2.7	2.4	*3.1*
Grade Retentions	2.7	3.8	4.1	2.4	*3.1*
Other	12.4	20.1	**23.4**	15.6	*15.8*
Don't Know	22.6	**21.3**	19.2	**35.1**	*23.4*
No Response	10.6	14.8	19.2	12.0	*12.7*

Trends

- One-fourth (24.6%) of Hispanic students in this U.S. urban school sample are most likely to report that working because of family need would be the main reason to quit high school before high school graduation.

HOMEWORK AND STUDYING

Question 71: Please check the kind of material you read three or four times a week in English and/or Spanish.

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
English					
Newspapers	74.4	72.1	60.3	50.6	*69.5*
Magazines	71.7	72.7	**74.0**	50.6	*69.7*
Comic Books	59.7	68.3	49.3	32.5	*57.6*
Books	**82.8**	**77.0**	72.6	**61.4**	*77.8*
I Don't Like to Read	10.6	11.5	17.8	15.7	*12.2*
I Don't Read Very Well	14.2	17.5	5.5	33.7	*16.4*
Spanish					
Newspapers	10.9	18.0	6.8	31.3	*14.7*
Magazines	18.3	15.3	6.8	**34.9**	*18.3*
Comic Books	14.2	11.5	2.7	25.3	*13.6*
Books	14.7	13.7	8.2	24.1	*14.9*
I Don't Like to Read	25.9	27.9	**26.0**	14.5	*25.1*
I Don't Read Very Well	**30.8**	**31.1**	23.3	7.2	*27.3*

Trends

- More than three-quarters (77.8%) of Hispanic ninth grade students report that they read books in English three or four times a week.
- Over one-quarter (27.3%) of Hispanic ninth graders say that they don't read very well in Spanish.

Question 69: What is the one most important thing in school that may cause you to leave school before graduation?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Reason For Leaving					
Personal Problems	9.5	12.6	11.0	**21.8**	*11.9*
Academic Difficulty	14.7	10.4	6.8	6.0	*11.8*
Family Needs	9.3	6.0	13.7	19.3	*10.1*
Delinquent Behavior	5.2	7.7	5.5	3.6	*5.7*
Pregnancy/Parenting	4.4	2.7	6.8	4.8	*4.2*
Friends/Peers	5.4	3.8	2.7	1.2	*4.2*
Non -Academic School Problems	5.2	3.8	4.1	1.2	*4.2*
Teachers	3.5	4.4	4.1	1.2	*3.5*
Family Mobility	1.6	2.7	0.0	0.0	*1.6*
Nothing	13.1	16.9	**23.4**	18.1	*15.7*
Don't Know	9.5	8.2	6.8	8.4	*8.8*
Other	1.4	3.3	0.0	3.6	*2.0*
No Response	**17.2**	**17.5**	15.1	10.8	***16.3***

Trends

- Central American ninth grade students in this U.S. urban school sample cited personal problems (21.8%) as the one most important thing in school that would cause them to leave school before graduation.
- Mexican American ninth graders named academic difficulty (14.7%) as a factor that would cause them to leave school before graduation.
- Cuban (13.7%) and Central American (19.3%) students named family needs as the main reason for them to drop out before high school graduation.

Question 70: What is the one most important thing in school that may keep you in school until graduation?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Reason For Staying					
Good Job/Career	**23.8**	**23.0**	**31.6**	**41.2**	***26.3***
Academic Success	15.0	9.8	5.5	7.2	*11.8*
Friends/Peers	10.6	8.2	8.2	7.2	*9.3*
To Get A Good Education	7.9	7.7	16.4	6.0	*8.5*
Parents	6.0	12.6	13.7	4.8	*8.4*
School Activities/ Classes	7.6	4.9	9.6	6.0	*6.9*
Teachers	5.2	6.0	0.0	1.2	*4.4*
Self Determination	3.3	4.4	2.7	7.2	*4.0*
School Meets Student Needs	1.6	1.6	0.0	1.2	*1.4*
Don't Know	3.5	3.3	2.7	2.4	*3.3*
Nothing/None	1.6	1.0	1.4	0.0	*1.3*
Other	1.9	3.3	0.0	4.8	*2.4*
No Response	12.0	14.2	8.2	10.8	*12.0*

Trends

- More than a quarter (26.3%) of all ninth grade Hispanic students in this urban school sample were most likely to name a good job/career as the most important thing in school that could keep them in school until graduation.

SCHOOL ISSUES

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Absences and Tardies				
Days Missed Last Six Weeks	None/1 or 2	1 or 2	1 or 2	None
Reasons for Missing School				
First Reason	Illness	Illness	Illness	Illness
Second Reason	Tardiness	Tardiness	Tardiness	Tardiness
Third Reason	Other Reason	Other Reason	Boring Classes	Other Reason
Fourth Reason	Boring Classes	Boring Classes	Other Reason	Visiting Relatives
Fifth Reason	Visiting Relatives	Visiting Relatives	Not Ready for Exam	Not Ready for Exam
Times Tardy Last Six Weeks	Never	Never	Never	Never
Cutting Class	Never or Almost Never	Never or Almost Never	Never or Almost Never	Never or Almost Never
Coming to School Without Homework				
Homework Incomplete	Less than Once a Week	Less than Once a Week	Less than Once a Week	Never/Less than Once a Week

The four Hispanic groups exhibit similar patterns on these school issues.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Perceptions of School Ratings				
Aspect of School Life				
Discipline	Poor or Fair	Poor or Fair	Poor or Fair/Good	Poor or Fair
Community Reputation	Poor or Fair	Poor or Fair	Poor or Fair	Poor or Fair
School Spirit	Poor or Fair	Poor or Fair	Excellent	Good
Perceptions of Race-Ethnic Composition of School				
Not Enough, About Right, or Too Many?				
Hispanic Teachers	About Right	About Right	About Right	About Right
Black Teachers	About Right	About Right	About Right	About Right
White Teachers	About Right	About Right	About Right	About Right
Not Enough, About Right, or Too Many?				
Hispanic Students	About Right	About Right	About Right	About Right
Black Students	About Right	About Right	About Right	About Right
White Students	About Right	About Right	About Right	About Right
Perceptions of Teachers' Feelings and Expectations				
Good Behavior	Somewhat True	Very True	Vey True	Very True
Good School Work	Somewhat True	Somewhat True	Very True	Somewhat True
Teachers Care about Me	Very True/Somewhat True	Very True	Very True	Very True

128

129

The four Hispanic groups are most likely to differ on perceptions of school spirit and teachers' expectations for good classroom behavior and good school work.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Comfortable Person for Discussing Problems				
School Problems				
First Choice	Friend	Parents	Friend	Parents
Second Choice	Parents	Friend	Parents	Teacher
Third Choice	Brother/Sister	Brother/Sister	Brother/Sister	Friend
Fourth Choice	Teacher	Teacher	School Counselor	School Counselor
Fifth Choice	School Counselor	School Counselor	Teacher	Brother/Sister
Personal Problems				
First Choice	Friend	Parents	Friend	Parents
Second Choice	Parents	Friend	Parents	Friend
Third Choice	Brother/Sister	Brother/Sister	Brother/Sister	Brother/Sister
Fourth Choice	Relatives	Relatives	Relatives	Relatives/Counselor
Fifth Choice	Religious Advisor	Teacher	School Counselor	Religious Advisor

The four Hispanic groups exhibit similar patterns on discussing both school and personal problems.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Persons Who Advise Student to Stay in School				
Advisor				
First Choice	Mother or Stepmother	Mother or Stepmother	Mother or Stepmother	Mother or Stepmother
Second Choice	Teachers	Teachers	School Counselors	Teachers
Third Choice	Father or Stepfather	Relatives	Teachers	Father or Stepfather
Fourth Choice	School Counselors	School Counselors	Father or Stepfather	Other
Fifth Choice	Relatives	Father or Stepfather	Other	School Counselors
School Dropouts Student Knows				
Known Dropout	Acquaintances	Acquaintances	Acquaintances	Acquaintances
Necessity for Finishing High School for Life Success				
Necessary to Finish	Yes	Yes	Yes	Yes
Student's Educational Expectation				
How Far in School	High School Graduation	College	College	Graduate/Professional School

132

The four Hispanic groups are most likely to differ on their educational expectations.

133

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Reasons for Leaving School				
Main Reason				
First Reason	Work or Family Needs	Don't Know	Other	Don't Know
Second Reason	Don't Know	Work or Family Needs	Don't Know	Work or Family Needs
Third Reason	Other	Other	No Response	Other
In-School Reason				
First Reason	No Response	No Response	Nothing	Personal Problems
Second Reason	Academic Difficulties	Nothing	No Response	Family Needs
Third Reason	Nothing	Personal Problems	Family Needs	Nothing
Reasons for Staying in School				
In-School Reason	Good Job/Career	Good Job/Career	Good Job/Career	Good Job/Career

The four Hispanic groups exhibit similar reasons for staying or leaving school.

NOTES

Question 72: From Sunday night through Thursday night, how much time do you spend watching television per day in English and Spanish?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Programs in English					
None	2.7	3.8	1.4	2.4	*2.8*
Less Than 1 Hour	6.3	4.4	2.7	8.4	*5.7*
1-2 Hours	18.0	13.7	17.8	21.7	*17.3*
3-4 Hours	20.4	22.4	**27.4**	15.7	*21.1*
5 or More Hours	13.6	21.3	24.7	19.3	*17.4*
No Response	**39.0**	**34.4**	26.0	**32.5**	*35.7*
Programs in Spanish					
None	18.5	19.1	16.4	6.0	*17.0*
Less Than 1 Hour	8.7	13.1	8.2	10.8	*10.1*
1-2 Hours	10.1	9.8	8.2	12.0	*10.1*
3-4 Hours	6.0	6.6	4.1	7.2	*6.1*
5 or More Hours	3.5	2.7	4.1	6.0	*3.7*
No Response	**53.2**	**48.7**	**59.0**	**58.0**	*53.0*

Trends

- Over half (53.0%) of the Hispanic ninth graders in this U. S. urban school sample gave no response to the item regarding the amount of time spent watching TV in Spanish.
- Approximately one in three (35.7%) Hispanic ninth grade students did not respond to the item regarding the amount of time spent watching TV in English.

Question 73: How many rooms are there in your home?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Rooms					
One	0.3	0.6	2.8	2.4	*0.9*
Two	1.1	0.6	6.9	8.4	*2.4*
Three	3.8	8.4	16.7	25.3	*8.9*
Four	20.1	16.3	**27.7**	**29.0**	*20.9*
Five	23.8	**32.5**	25.0	13.3	***25.1***
Six	**26.1**	21.9	5.6	9.6	*20.9*
Seven	14.0	10.1	8.3	7.2	*11.6*
Eight	4.7	6.2	2.8	2.4	*4.6*
Nine	3.6	2.8	0.0	1.2	*2.7*
Ten	2.5	0.6	4.2	1.2	*2.0*

Trends

- One-fourth (25.1%) Hispanic ninth graders report that they live in five-room houses.
- Puerto Rican ninth graders (32.5%) were most likely to report living in five-room homes.
- Cuban (27.7%) and Central American (29.0%) ninth grade students in this U.S. urban school sample were most likely to report that they live in four-room homes.
- Mexican American ninth graders (26.1%) were most likely to report having six rooms in their homes.

Question 74: **From the items on the following list, which do you have in your home?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Percent Having					
A Quiet Place to Study	74.4	77.4	85.7	75.3	*76.5*
A Daily Newspaper	52.0	52.6	39.4	45.6	*50.1*
A Dictionary or Encyclopedia	**83.1**	**81.6**	**91.3**	78.8	***83.0***
A Typewriter	50.9	47.6	67.2	46.8	*51.2*
More Than 50 Books	43.4	43.1	37.3	26.0	*40.7*
A Room of Your Own	69.9	68.2	76.5	54.4	*68.3*
A Pocket Calculator	70.5	63.7	76.8	61.3	*68.3*
A Computer	15.0	16.8	23.9	16.7	*16.6*

Trends

- More than four of five (83.0%) Hispanic students in this sample report having a dictionary or encyclopedia in their homes.
- More than three quarters (76.5%) of the ninth grade Hispanic students in this urban school sample report that they have a quiet place to study at home.
- Only about two of five (40.7%) of Hispanic ninth graders report having more than 50 books at home.
- One in seven students (16.6%) of Hispanic students reports having a computer at home.

Question 75: So far this year, have you used any books or materials from a library?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Used School Library					
Yes	47.4	44.8	**65.8**	42.2	*48.0*
No	**52.6**	**55.2**	34.2	**57.8**	*52.0*
Used Public Library					
Yes	38.1	30.1	38.4	24.1	*34.4*
No	**61.9**	**69.9**	**61.6**	75.9	*65.6*

Trends

- More than one-half (52.0%) of the Hispanic ninth grade students in this U. S. urban school sample report that they had not used the school library during the school year.
- Cuban ninth graders (65.8%) were most likely to report that they had used the school library.
- Nearly two-thirds (65.6%) of the Hispanic ninth graders reported that they had not used the public library during the school year.

Question 76: How long does it take you to get to school every day?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Travel Time					
Less Than 15 Minutes	**65.9**	**72.2**	**65.7**	**44.6**	***65.0***
15-30 Minutes	28.3	21.1	24.7	**44.6**	*28.0*
31-45 Minutes	4.1	5.6	4.1	8.4	*5.0*
46-60 Minutes	1.1	1.1	4.1	1.2	*1.4*
More Than 1 Hour	0.6	0.0	1.4	1.2	*0.6*

Trends

- About two of three Hispanic ninth graders (65.0%) say they spend less than 15 minutes in getting to school every day.

Question 77: For the following subjects, about how much time do you spend on homework each week?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Mathematics Homework					
Less Than 1 Hour	**51.8**	**54.6**	**58.0**	**57.1**	*53.8*
1-2 Hours	38.3	31.6	30.4	29.9	*34.7*
3 or More Hours	9.9	13.8	11.6	13.0	*11.5*
Science Homework					
Less Than 1 Hour	**60.1**	**63.9**	**77.1**	**63.4**	*63.3*
1-2 Hours	31.6	28.9	14.3	21.1	*27.9*
3 or More Hours	8.3	7.2	8.6	15.5	*8.8*
English Homework					
Less Than 1 Hour	**54.2**	**58.1**	**58.5**	**47.9**	*55.0*
1-2 Hours	34.4	30.5	22.9	36.2	*32.4*
3 or More Hours	11.4	11.4	18.6	15.9	*12.6*

Trends

- A majority of the ninth grade Hispanic students in this U.S. urban school sample report spending less than one hour per week on Mathematics (53.8%), Science (63.3%) and English (55.0%) homework.

Question 78: **Outside school, about how much time do you spend each week reading for school, including preparation for reports and book reports?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Reading Time					
Less Than 1 Hour	28.3	28.1	28.2	**38.7**	*29.4*
1-2 Hours	**43.4**	**47.2**	**40.9**	28.8	***42.5***
3-4 Hours	21.6	18.0	23.9	20.0	*20.7*
5 or More Hours	6.7	6.7	7.0	12.5	*7.4*

Trends

- Two of five Hispanic students (42.5%) report spending one to two hours each week outside school reading for school.
- Mexican American (43.4%), Puerto Rican (47.2%) and Cuban (40.9%) ninth grade students in this urban school sample are most likely to report that outside of school they spend one to two hours per week reading for school.
- Central American students (38.7%) are most likely to report that outside of school they spend less than one hour per week reading for school.

Question 79: **When you don't understand the subject matter in one of your courses and cannot do your homework or study for a test, to whom do you go for help?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
			(Rank)		
Persons					
Teachers	**1st**	2nd	2nd	**1st**	***1st***
Good Friends	2nd	**1st**	**1st**	2nd	*2nd*
Classmates	3rd	5th	3rd	3rd	*3rd*
Parents	5th	3rd	4th	4th	*4th*
Brothers or Sisters	4th	4th	5th	4th	*5th*
Other Persons Outside School	6th	6th	6th	6th	*6th*
Others	8th	7th	7th	7th	*7th*
No One	7th	8th	8th	8th	*8th*

Trends

- Mexican American and Central American ninth grade students in this U.S. urban school sample are most likely to seek help from their teachers when they encounter academic difficulty.
- Puerto Rican and Cuban students report that they ask their friends for help when they don't understand the subject matter in one of their courses.

Question 80: Do you get together with other students to study for your classes?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Study With Others					
Yes	39.7	**52.2**	38.4	29.1	*41.6*
No	**60.3**	47.8	**61.6**	**70.9**	*58.4*

Trends

- A majority (58.4%) of Hispanic students in this U. S. urban school sample state that they do not get together with other students to study for their classes.
- More than three of five Mexican American (60.3%), Cuban (61.6%), and Central American (70.9%) students do not get together with other students to study for their classes.
- Puerto Rican ninth graders (52.2%) are most likely to report that they study with others.

HOMEWORK AND STUDYING

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Read Three or Four Times a Week				
English				
First Choice	Books	Books	Magazines	Books
Second Choice	Newspapers	Magazines	Books	Newspapers
Third Choice	Magazines	Newspapers	Newspapers	Magazines
Spanish				
First Choice	Don't Read Very Well	Don't Read Very Well	Don't Like to Read	Magazines
Second Choice	Don't Like to Read	Don't Like to Read	Don't Read Very Well	Newspapers
Third Choice	Magazines	Newspapers	Books	Comic Books
Television Viewing per Day				
Programs in English				
First Choice	No Response	No Response	3 - 4 Hours	No Response
Second Choice	3 - 4 Hours	3 - 4 Hours	No Response	1 - 2 Hours
Third Choice	1 - 2 Hours	5 or More Hours	5 or More Hours	5 or More Hours
Programs in Spanish				
First Choice	No Response	No Response	No Response	No Response
Second Choice	None	None	None	Less than 1 Hour
Third Choice	1 - 2 Hours	Less than 1 Hour	Less than 1 Hour	1 - 2 Hours

The four Hispanic groups are most likely to differ on their weekly Spanish reading habits.

147

148

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Rooms in Your Home				
Number of Rooms	Six	Five	Four	Four
Resources in Your Home				
Items in Home				
First Choice	Dictionary/Encyclopedia	Dictionary/Encyclopedia	Dictionary/Encyclopedia	Dictionary/Encyclopedia
Second Choice	Quiet Place to Study	Quiet Place to Study	Quiet Place to Study	Quiet Place to Study
Third Choice	Pocket Calculator	Own Room	Pocket Calculator	Pocket Calculator
Fourth Choice	Own Room	Pocket Calculator	Own Room	Own Room
Fifth Choice	Daily Newspaper	Daily Newspaper	Typewriter	Typewriter
Sixth Choice	Typewriter	Typewriter	Daily Newspaper	Daily Newspaper
Libraries				
Used School Library	No	No	Yes	No
Used Public Library	No	No	No	No

The four Hispanic groups are most likely to differ on the number of rooms in their home and in their use of the school library.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Travel Time to School				
Estimate	Less than 15 minutes	Less than 15 minutes	Less than 15 minutes	Less than 15 minutes/ 15-30 minutes
Time Spent on Homework Each Week				
Mathematics Homework	Less than 1 hour	Less than 1 hour	Less than 1 hour	Less than 1 hour
Science Homework	Less than 1 hour	Less than 1 hour	Less than 1 hour	Less than 1 hour
English Homework	Less than 1 hour	Less than 1 hour	Less than 1 hour	Less than 1 hour
Reading at Home for School				
Weekly Estimate	1 - 2 hours	1 - 2 hours	1 - 2 hours	Less than 1 hour
Help with School Work				
Persons				
First Choice	Teachers	Good Friends	Good Friends	Teachers
Second Choice	Good Friends	Teachers	Teachers	Good Friends
Third Choice	Classmates	Parents	Classmates	Classmates
Study with Other Students	No	Yes/No	No	No

The four Hispanic groups are most likely to differ on the amount of time they spend reading at home for school.

NOTES

153

Question 81: How well do you usually do in your studies?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Academic Progress					
Very Well	12.4	12.7	16.9	17.1	*13.5*
Well	**69.7**	**67.4**	**69.0**	**70.7**	***69.1***
Not Very Well	17.9	19.9	14.1	12.2	*17.4*

Trends

- More than two-thirds (69.1%) of the ninth grade Hispanic students in this U.S. urban school sample report that they usually do well in their studies.

Question 82: Generally, how well do you do in the following subjects?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
English					
Very Well	23.5	29.3	20.8	29.1	*25.4*
Well	**57.8**	**54.1**	**63.9**	**60.8**	*57.8*
Not Very Well	17.9	13.8	13.9	10.1	*15.5*
Don't Know	0.8	2.8	1.4	0.0	*1.3*
Mathematics					
Very Well	17.5	25.3	33.8	28.6	*22.6*
Well	**48.0**	**44.5**	**38.0**	**51.9**	*46.4*
Not Very Well	32.8	27.5	26.8	19.5	*29.2*
Don't Know	1.7	2.7	1.4	0.0	*1.8*
Science					
Very Well	13.6	15.3	24.7	17.9	*15.8*
Well	**50.9**	**59.9**	**56.1**	**53.9**	*54.1*
Not Very Well	29.0	20.3	17.8	25.6	*25.1*
Don't Know	6.5	4.5	1.4	2.6	*5.0*

Trends

- A majority of the Hispanic ninth grade students in this U.S. urban school sample feels that they do well in English (57.8%) and Science (54.1%).
- More than two of five Hispanic ninth graders in this sample report that they do well in Mathematics (46.4%).

Question 83: Which of the following are your most favorite subject(s) or period(s) in school?

	Four Hispanic Groups				
	Mexican American %	Puerto Rican %	Cuban %	Central American %	*All Four Groups* %
Favorite Subjects					
English	52.6	48.1	30.1	61.4	*50.1*
Gym/Physical Education	55.3	66.7	53.4	48.2	*57.2*
Mathematics	46.0	51.4	34.2	51.8	*46.9*
Music/Art	35.1	42.1	23.3	26.5	*34.7*
Science	30.5	30.6	21.9	41.0	*30.9*
Social Studies	23.2	22.4	28.8	38.6	*25.4*
Lunch Hour	65.9	72.7	72.6	71.1	*69.0*
Study Hall	27.8	16.4	4.1	16.9	*21.1*
After School Activities	33.2	43.2	26.0	26.5	*34.3*
Sports	48.2	50.3	46.6	55.4	*49.4*
Other	4.4	4.9	8.2	6.0	*5.1*

Trends

- Nearly seven of ten (69.0%) ninth grade Hispanic students in this U.S. urban school sample reported Lunch Hour as their most favorite subject or period in school.
- More than half (57.2%) of the Hispanic students name gym as a favorite subject.
- In terms of academic subjects, Puerto Rican (51.4%) and Central American (51.8%) students were more likely to cite mathematics as their favorite subject.
- Mexican American (52.6%) and Central American (61.4%) students cited English as their favorite academic subject.

Question 84: Which of the following are your least favorite subject(s) or period(s) in school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Least Favorite Subjects					
English	27.8	33.9	41.1	25.3	*30.5*
Gym/Physical Education	22.3	21.3	20.5	33.7	*23.2*
Mathematics	38.1	32.8	**45.2**	**37.3**	*37.4*
Music/Art	19.6	17.5	9.6	31.3	*19.4*
Science	**42.0**	44.8	42.5	**37.3**	*42.2*
Social Studies	32.7	**49.2**	23.3	32.5	*36.0*
Lunch Hour	11.7	10.4	2.7	18.1	*11.2*
Study Hall	22.6	11.5	13.7	15.7	*18.0*
After School Activities	12.5	12.6	9.6	24.1	*13.6*
Sports	12.8	12.0	9.6	24.1	*13.6*
Other	3.8	3.8	4.1	3.6	*3.8*

Trends

- More than two of five (42.2%) ninth grade Hispanic students in this U.S. urban school sample listed Science as their least favorite subject or period in school.
- Cuban students (45.2%) and Central American students (37.3%) indicated that Mathematics was their least favorite subject.
- Mexican American students (42.0%) named Science as their least favorite subject.
- Nearly half (49.2%) of all Puerto Rican students cited Social Studies as their least favorite subject.

Question 85: **In grades 7-9, how many times did you change schools *during the school year* because your family moved?**

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
School Changes					
None	58.0	51.9	48.0	55.4	*55.1*
1-2 Changes	19.1	27.3	35.6	20.5	*23.1*
3-4 Changes	3.3	2.7	4.1	7.2	*3.7*
5 or More Changes	0.3	0.6	4.1	0.0	*0.7*
Don't Know	2.7	4.4	0.0	1.2	*2.7*
No Response	16.6	13.1	8.2	15.7	*14.7*

Trends

- More than half (55.1%) of ninth grade Hispanic students in this U.S. urban school sample indicated that they did not change school during the school year in grades seven to nine.
- Among the four Hispanic groups in the sample, Cuban students (35.6%) were most likely to report changing school one to two times during the school year in grades seven to nine.

Question 86a: Have you ever repeated a grade?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Grade Retention					
Yes	44.0	42.9	39.7	36.6	*42.4*
No	**53.8**	**55.5**	**60.3**	**63.4**	***56.0***
Don't Know	2.2	1.6	0.0	0.0	*1.6*

Trends

- Most Hispanic ninth graders (56.0%) in this U. S. urban school sample say they have not repeated a grade.

Question 86b: If you ever repeated a grade, which grade(s) did you repeat?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Grades Repeated					
Kindergarten	0.0	2.7	1.4	0.0	*0.8*
First Grade	1.1	6.0	5.5	3.6	*3.1*
Second Grade	3.8	4.4	5.5	7.2	*4.5*
Third Grade	7.9	7.7	5.5	8.4	*7.6*
Fourth Grade	5.2	2.2	9.6	1.2	*4.4*
Fifth Grade	8.2	3.8	4.1	2.4	*5.9*
Sixth Grade	5.4	2.7	1.4	3.6	*4.1*
Seventh Grade	6.0	4.4	6.8	3.6	*5.4*
Eighth Grade	3.5	6.6	1.4	2.4	*4.0*
Ninth Grade	10.1	11.5	2.7	8.4	*9.5*

Trends

- One-tenth of the ninth grade Hispanic students (9.5%) in this U. S. urban school sample report that they repeated ninth grade.
- Mexican American (10.1%) and Puerto Rican (11.5%) ninth grade students in this U.S. urban school sample are most likely to report that they repeated the ninth grade.
- Cuban students (9.6%) say that they repeated the fourth grade most frequently.
- An equal number of Central American students repeated the third grade (8.4%) and the ninth grade (8.4%).

Question 87: In which program(s) are you enrolled this school year?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Program					
Vocational/Technical	10.1	6.6	15.1	3.6	*8.9*
Academic/College Prep	7.6	9.3	5.5	4.8	*7.5*
General Education	19.1	12.0	21.9	22.9	*18.0*
English As A Second Language	13.6	10.4	4.1	**25.3**	*13.2*
Bilingual Program	14.2	13.1	5.5	20.5	*13.7*
Other	16.3	14.8	15.1	15.6	*15.7*
Don't Know	**25.1**	**32.2**	**27.4**	22.9	*26.9*

Trends

- More than a quarter (26.9%) of Hispanic ninth grade students report they do not know the type of program they are enrolled in at their school.
- Mexican American (25.1%), Puerto Rican (32.2%) and Cuban (27.4%) ninth grade students in this U.S. urban school sample are most likely to report that they do not know which program they are enrolled in this school year.
- Central American students (25.3%) are most likely to report that they are enrolled in an English As A Second Language Program.

Question 88: What do the teachers in your school think about the students in your program?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Teacher Perception					
Good Students	20.4	18.0	23.3	27.7	*21.0*
Average Students	33.8	23.5	**26.0**	20.5	*28.7*
Poor Students	2.5	3.3	8.2	3.6	*3.4*
Don't Know	**36.2**	**42.1**	23.3	**42.2**	***37.1***
No Response	7.1	13.1	19.2	6.0	*9.8*

Trends

- Close to two of five Hispanic students report (37.1%) that they do not know what their teachers think about the students in their program.
- Mexican American (36.2%), Puerto Rican (42.1%) and Central American (42.2%) ninth grade students in this U.S. urban school sample are most likely to report that they don't know what the teachers in their school think about the students in their program.
- More than one-fourth of the Cuban students (26.0%) feel that the teachers in their school think that students in their program are average students.

Question 89: Did you or your parents choose the program you are now in or were you assigned to it by the school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
Method of Program Selection	%	%	%	%	%
Assigned By School	40.5	37.3	27.3	40.2	38.3
Parent/Student Chose	43.8	39.8	53.0	39.0	43.2
Don't Know	15.7	22.9	19.7	20.8	18.5

Trends

- Mexican American (43.8%), and Cuban (53.0%) ninth grade students in this U.S. urban school sample were most likely to report that their program was chosen by themselves and/or by their parents.
- Puerto Rican students were either assigned to a program by the school (37.3%) or chose the program themselves (39.8%).
- Central American (40.2%) students were most likely to report that they were assigned to a program.

Question 90: Were you in any of the following programs in elementary school?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Bilingual Program					
Yes	37.4	37.7	43.9	16.9	*35.7*
No	**46.0**	**44.3**	41.1	**49.4**	***45.5***
Don't Know	6.0	8.2	2.7	12.0	*6.9*
No Response	10.6	9.8	12.3	21.7	*11.9*
Exceptional Education					
Yes	10.9	7.1	17.8	14.5	*11.0*
No	**66.2**	**62.8**	**63.0**	**51.8**	***63.4***
Don't Know	9.5	13.7	1.4	10.8	*9.9*
No Response	13.4	16.4	17.8	22.9	*15.7*
Gifted/Talented Program					
Yes	24.3	18.6	13.7	12.0	*20.3*
No	**52.8**	**49.1**	**61.7**	**55.5**	***53.1***
Don't Know	12.0	18.6	2.7	7.2	*12.2*
No Response	10.9	13.7	21.9	25.3	*14.4*

Trends

- Most Hispanic ninth grade students in this U. S. urban school sample report that they did not participate in bilingual (45.5%), exceptional education (63.4%), or gifted/talented programs (53.1%) in elementary school.
- Cubans were most likely (43.9%) to report that they had been in a bilingual program.

NOTES

ACADEMIC CONCERNS

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Student's Perception of Academic Performance				
General Academic Progress	Doing Well	Doing Well	Doing Well	Doing Well
Performance by Subject				
English	Doing Well	Doing Well	Doing Well	Doing Well
Mathematics	Doing Well	Doing Well	Doing Well	Doing Well
Science	Doing Well	Doing Well	Doing Well	Doing Well
Most Favorite School Subjects or Periods				
Subject or Class Period				
First Choice	Lunch	Lunch	Lunch	Lunch
Second Choice	Gym/PE	Gym/PE	Gym/PE	English
Third Choice	English	Mathematics	Sports	Sports
Fourth Choice	Sports	Sports	Mathematics	Mathematics
Fifth Choice	Mathematics	English	English	Gym/PE
Least Favorite School Subjects or Periods				
Subject or Class Period				
First Choice	Science	Social Studies	Mathematics	Mathematics and Science
Second Choice	Mathematics	Science	Science	Gym/PE
Third Choice	Social Studies	English	English	Social Studies
Fourth Choice	English	Mathematics	Social Studies	Music/Art
Fifth Choice	Study Hall	Gym/PE	Gym/PE	English

The four Hispanic groups exhibit similar patterns for these academic concerns.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Changed Schools in Grades 7 – 9				
Number of Changes	None	None	None	None
Repeated a Grade				
Grade Retention	None	None	None	None

The four Hispanic groups exhibit similar patterns on school changes and grade retentions.

Summary of Most Frequently Given Responses
(Continued)

	Mexican American	Puerto Rican	Cuban	Central American
Current Program Placement				
Program in this School Year				
First Choice	Don't Know	Don't Know	Don't Know	English as a Second Language
Second Choice	General Education	Other	General Education	Don't Know
Third Choice	Other	Bilingual	Vocational Technical	General Education
Fourth Choice	Bilingual	General Education	Other	Bilingual
Program Selection				
Method	Parent/Student Chose	Parent/Student Chose Assigned by School	Parent/Student Chose	Parent/Student Chose Assigned by School
Elementary School Program Placement				
Bilingual	No	No	Yes/No	No
Exceptional Education	No	No	No	No
Gifted/Talented	No	No	No	No
Student's Perception of Teachers' Attitude Toward Current Program				
Perceived Attitude				
First Choice	Don't Know	Don't Know	Average Students	Don't Know
Second Choice	Average Students	Average Students	Good Students/Don't Know	Good Students
Third Choice	Good Students	Good Students	No Response	Average Students

The four Hispanic groups exhibit similar patterns on these academic concerns.

NOTES

Question 91: Do you have a paying job?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Have Job					
Yes	14.5	12.2	19.4	23.8	*15.5*
No	85.5	87.8	80.6	76.2	*84.5*

Trends

- More than four of five (84.5%) ninth grade Hispanic students in this U.S. urban school sample report that they do not have a paying job.
- Central American students (23.8%) are most likely to report that they have a paying job.

Question 92: Which job would you most like to have when you are older?

Job Desired	Four Hispanic Groups: Mexican American %	Puerto Rican %	Cuban %	Central American %	*All Four Groups %*
Lawyer, Doctor, Engineer	**27.7**	**22.4**	**26.1**	**45.9**	***28.3***
Office Worker, Bank Teller, Beautician	21.5	18.0	12.3	12.0	*18.6*
Teacher, Social Worker, Fire Fighter	7.9	7.7	2.7	4.8	*6.9*
Janitor, Bus Driver, Mechanic	2.7	5.5	6.8	3.6	*4.0*
Carpenter, Plumber	3.3	5.5	1.4	3.6	*3.7*
Restaurant or Shop Owner	3.8	2.7	4.1	2.4	*3.4*
Factory Worker	3.3	1.1	1.4	0.0	*2.1*
Sales Representative	1.4	1.6	1.4	1.3	*1.4*
Other	11.2	17.5	21.9	12.0	*14.0*
Don't Know	6.3	2.2	4.1	6.0	*5.0*
No Response	10.9	15.8	17.8	8.4	*12.6*

Trends

- More than one-fourth (28.3%) of ninth grade Hispanic students in this U.S. urban school sample report that they would most like to be a lawyer, doctor, or engineer when they are older.
- Central American ninth graders are most likely (45.9%) to report that they aspire to be a lawyer, doctor, or engineer.

Question 93: Which job do you think you will most likely have when you are older?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
Job Expected					
Lawyer, Doctor, Engineer	**19.2**	16.4	**23.3**	**36.2**	***21.0***
Office Worker, Bank Teller, Beautician	17.7	**18.0**	12.3	14.5	*16.9*
Teacher, Social Worker, Fire Fighter	7.9	6.6	6.8	6.0	*7.2*
Factory Worker	6.3	2.7	1.4	2.4	*4.4*
Janitor, Bus Driver, Mechanic	4.1	4.4	8.2	2.4	*4.4*
Carpenter, Plumber	2.5	6.0	1.4	2.4	*3.3*
Restaurant or Shop Owner	4.1	1.1	5.5	1.2	*3.1*
Homemaker	3.3	1.6	0.0	0.0	*2.1*
Sales Representative	0.8	1.1	2.7	0.0	*1.0*
Waiter/Waitress	0.8	0.0	1.4	0.0	*0.5*
Other	6.3	16.4	19.2	9.6	*10.6*
Don't Know	17.7	13.1	6.8	14.5	*15.0*
No Response	9.3	12.6	11.0	10.8	*10.5*

Trends

- Mexican American (19.2%), Cuban (23.3%), and Central American (36.2%) ninth grade students in this U.S. urban school sample report that they expect to be a lawyer, doctor, or engineer when they are older.
- Puerto Rican students (18.0%) report that they think they will most likely be an office worker, bank teller, or beautician when they are older.

NOTES

WORKING

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Current Job				
Have Paying Job	No	No	No	No
Job Desired				
First Choice	Lawyer, Doctor, or Engineer	Lawyer, Doctor, or Engineer	Lawyer, Doctor, or Engineer	Lawyer, Doctor, or Engineer
Second Choice	Office Worker, Bank Teller, or Beautician	Office Worker, Bank Teller, or Beautician	Other	Office Worker, Bank Teller, or Beautician
Third Choice	Other	Other	No Response	Other
Job Expected				
First Choice	Lawyer, Doctor, or Engineer	Office Worker, Bank Teller, or Beautician	Lawyer, Doctor, or Engineer	Lawyer, Doctor, or Engineer
Second Choice	Office Worker, Bank Teller, or Beautician	Lawyer, Doctor, or Engineer	Other	Office Worker, Bank Teller, or Beautician
Third Choice	Don't Know	Other	Office Worker, Bank Teller, or Beautician	Don't Know

The four Hispanic groups exhibit similar patterns for their occupational desires and expectations.

NOTES

STUDENT PLANS

Question 94: Are you planning to be in school next year?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
To Attend School					
Yes	**97.0**	**96.1**	**95.8**	**97.6**	***96.7***
No	2.2	1.1	4.2	1.2	*2.0*
Don't Know	0.8	2.8	0.0	1.2	*1.3*

Trends

- Almost all (96.7%) of the ninth grade Hispanic students in this U.S. urban school sample report that they plan to be in school next year.
- Cuban students (4.2%) were most likely to report that they do not plan to be in school next year.

Question 95: What school do you plan to attend next year?

	Four Hispanic Groups				
	Mexican American	Puerto Rican	Cuban	Central American	*All Four Groups*
	%	%	%	%	%
School					
Same School	89.3	84.8	89.7	87.5	*87.8*
Different School	10.7	15.2	10.3	12.5	*12.2*

Trends

- More than four-fifths (87.8%) of the ninth grade Hispanic students in this urban school sample plan to return to the same school next year.

STUDENT PLANS

Summary of Most Frequently Given Responses

	Mexican American	Puerto Rican	Cuban	Central American
Next Year's School Plans				
Plan to Attend School	Yes	Yes	Yes	Yes
Plan to Attend Same School	Yes	Yes	Yes	Yes

The four Hispanic groups exhibit similar patterns for their plans to attend school next year.

NOTES

SIMILARITIES

This analysis of the Five Cities School Dropout Study student database yields 24 **common characteristics** for the four groups of Hispanic ninth grade students enrolled in predominantly minority high schools in major U. S. cities during the 1986-1987 school year. These **common characteristics** contribute to an empirical framework for future research on the decisions of students to drop out or stay in school.

Mexican American, Puerto Rican, Cuban, and Central American ninth grade students

- are not likely **to move from state to state**.
- participate and do well in **student activities,** such as sports.
- choose **Hispanic friends.**

The parents of students in these four groups of Hispanic ninth graders

- are **not likely to have finished high school** themselves, but
- expect their children to **finish high school**, and to
- get a **better job** than they have.

These parents of these Hispanic ninth grade students

- are most likely to **speak only Spanish** at home, but
- strongly encourage their children to **learn both English and Spanish.**

Ninth grade Hispanic students in these four groups

- report that they **like school.**
- recognize that **good study habits** are important for school success, but
- admit that **friends and peers** may be impediments to success in school.

SIMILARITIES

The Hispanic ninth graders in these four groups

- are more likely to **discuss school problems** with friends and parents than with school teachers or counselors, and
- are also more likely to **discuss their personal problems** with friends and parents than with school teachers or counselors.

These ninth grade students

- receive most of their **advice to stay in school** from their mothers or stepmothers and their teachers.
- believe that a **good job** and **future life success** depend on finishing high school.

Mexican American, Puerto Rican, Cuban, and Central American ninth graders

- are not likely to use the **public library.**
- spend less than one hour each week doing **Mathematics** homework,
- spend less than one hour each week doing **Science** homework, and
- spend less than one hour each week doing **English** homework, *but*
- believe that they are **doing well in Mathematics, Science, and English**.

These ninth grade Hispanic students

- report that they have **never been retained**.

The ninth grade students in four Hispanic groups

- do not **currently work** in paying jobs.
- want to hold **professional positions** – lawyer, doctor, engineer – when they are older.

Mexican American, Puerto Rican, Cuban, and Central American ninth graders

- plan to **attend school** next year.

DIFFERENCES

This analysis of the Five Cities School Dropout Study student database yields 17 **differences** for the four groups of Hispanic ninth grade students enrolled in predominantly minority high schools in major U. S. cities during the 1986-1987 school year. These **differences** contribute to an empirical framework for future research on the decisions of students to drop out or stay in school.

Differences related to place of birth

- Mexican American and Puerto Rican ninth grade students are more likely than their Cuban and Central American classmates to have been **born in the United States.**
- Cuban and Central American students were more likely to come to the United States at an **older age** than the Mexican Americans and Puerto Ricans born outside the U. S.
- Central American students are most likely to report that they **lived ten or more years outside of the United States,** and indicate their first entry to U. S. schools was most likely to be in the **ninth grade.**

Differences related to parents

- Cuban and Central American ninth graders say that they **do household chores with their parents** less than once a month. Mexican American and Puerto Rican students report that they do household chores with their parents daily.
- Puerto Rican and Cuban students **discuss their future plans with parents** once or twice a week. Mexican American and Central American students discuss future plans with their parents less than once a month.
- Parents of Mexican American and Puerto Rican ninth graders are more likely to **visit their children's schools,** than the parents of Cuban and Central American students.

Differences related to language usage

- Mexican American students report that they **use only English at school and with their friends.** Ninth graders in the other three Hispanic groups report that they **use both Spanish and English at school and with friends.**

DIFFERENCES

Differences related to the school

- Mexican American and Cuban students believe that their classmates value **interest in school** as only somewhat important. Their Puerto Rican and Central American peers think their classmates consider school interest very important.
- Cuban ninth graders think their classmates consider both **regular attendance** and **following school rules** as somewhat important. Students in the other three Hispanic groups believe their classmates consider these behaviors as very important.
- Mexican American ninth graders report they only sometimes engage in **out-of school sports**. Students in the other three Hispanic groups indicate that they often participate in out-of-school sports.
- Puerto Rican and Central American students say they never participate in **music or dance** activities out-of-school. Mexican American and Cuban students report they sometimes participate in these activities.
- **School spirit** is rated excellent by Cuban ninth graders, good by Central Americans, but only poor or fair by Mexican American and Puerto Rican ninth grade students.
- Mexican American ninth graders perceive that it is only somewhat true that **teachers expect good behavior.** The remaining three groups of Hispanic students believe it is very true that teachers expect good behavior.
- Cuban students believe it is very true that **teachers expect good school work**. Ninth graders in the other three groups consider this expectation only somewhat true.

Differences related to homework and studying

- Central American students report that they **read Spanish magazines, newspapers, and comic books three or four times a week.** Ninth graders in the other three groups report that they don't like to read Spanish or don't read Spanish very well.
- Cuban students **use the school library**. Students in the other three groups do not use the school library.
- Central American students estimate that they spend less than one hour each week **reading at home for school.** Ninth graders in the other three Hispanic groups report that they spend between one and two hours each week reading at home for school.

NEXT STEPS

This analysis of the Five Cities School Dropout Study student database is an essential first step for seeking answers to why Hispanic students stay in or drop out of school. Specifically, the chart essay describes the individual, family, school, and community characteristics of Hispanic ninth grade students enrolled in predominantly minority high schools in major U. S. cities during the 1986-87 school year. These research findings suggest several **next steps** to continue this line of inquiry. Three specific recommendations are elaborated below.

Recommendation One The 24 similarities and 17 differences among the four Hispanic groups provide an empirical framework to inform policy making and to guide future research.

Recommendation Two A one-day invitational seminar should be convened to explore policy implications that can be derived from the chart essay findings. These policy implications would address four areas related to dropout prevention:

(1) school practices and programs,
(2) local and state regulations,
(3) legislation, and
(4) research.

Accordingly, the seminar participants should include policy analysts, school practitioners, researchers, legislators, representatives from advocacy organizations, and others who share a common interest in seeking solutions to the Hispanic dropout problem.

Recommendation Three A future research agenda should be identified to derive additional information from the large-scale student database assembled for the ASPIRA Association, Inc. Five Cities School Dropout Study . This comprehensive database contains over 300 specific variables for a sample of 706 students selected to represent the high school experiences of Hispanic students enrolled in predominantly minority high schools in major U. S. cities.

The proposed research agenda should consider linking student retention status at the close of the 1988-89 school year with the archived information compiled during the 1986-87 school year. A single retention status variable – in or out of school two years later – would be inexpensive to gather and would allow researchers to construct a model that identifies potential dropouts when they enter the ninth grade.

APPENDIX A: SAMPLING DESIGN

The sampling design for this study was constructed to yield a student data set that accurately represented Hispanic ninth grade students enrolled in predominantly minority high schools in major U.S. cities during the 1986-87 school year. The design was implemented in three stages.

STAGE ONE: FIVE CITIES

The selection of cities was guided by four major decision rules:

(1) the presence of a significant Hispanic school population in the city's schools,
(2) the ability to obtain timely access to the schools selected for the study,
(3) a desire for geographical representation from various regions of the country, and,
(4) where possible, the location in that city of an ASPIRA affiliate to support the work.

The five cities selected for the study fell into three general categories:

(1) cities in which one or two Hispanic groups tended to dominate (Miami, Florida - Cubans and Central Americans; Harlandale Independent School District, San Antonio, Texas - Mexican American),
(2) cities in which Blacks are the predominant minority, but where there also was a single significant Hispanic population (Newark, New Jersey - Puerto Ricans), and
(3) cities in which Blacks are still the most numerous minority, but where there also was a growing and more heterogeneous Hispanic population (Milwaukee, Wisconsin and Chicago, Illinois).

STAGE TWO: SEVEN SCHOOLS

The objective of the second stage was to select high schools representative of the Hispanic population in each of the five cities. Individual schools in each city were selected with the assistance of the lead consultant and a local advisory committee. This strategy produced a target population of seven schools.

A list of these schools and the corresponding lead consultants who assisted the research team to identify students in stage three is as follows:

Dr. John J. Attinasi, Lead Consultant - Chicago
Director, Bilingual Teacher Education Program
Indiana University-Northwest
Gary, Indiana

- Farragut Career Academy
- Benito Juarez High School

Dr. Rodolfo Cortina, Lead Consultant - Miami
Professor of Modern Languages
Florida International University
Miami, Florida

- Miami Jackson Senior High School
- Miami Senior High School

Dr. Kathryn Henn-Reinke, Lead Consultant - Milwaukee
Assistant Project Director, Five Cities School Dropout Study
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

- South Division High School

Dr. Elsa Nunez-Wormack, Lead Consultant - Newark
Associate Dean of Faculty
CUNY-College of Staten Island
Staten Island, New York

- Broadway Junior High School

Dr. Maria del Refugio Robledo, Lead Consultant - San Antonio
Director of Training
Intercultural Development Research Association
San Antonio, Texas

- Harlandale High School

APPENDIX A: SAMPLING DESIGN

STAGE THREE: 770 STUDENTS

The Hispanic student sample in each school was designed to yield 110 sampling units with an equal number of males and females. In each school, the ninth grade respondents were chosen randomly from two gender specific lists (stratified random sampling frames) provided by the lead consultant assigned to that school.

A description of the total sample is given in Table A-1. Both the designated and actual samples are detailed in this table. The return rate for this stratified random sample was 91.7 percent. Return rates are based on actual data collected by lead consultants in the fall of 1986.

Table A-1: An overview of the sampling design.

SCHOOL	DESIGNATED SAMPLE	ACTUAL SAMPLE
CHICAGO		
Farragut Career Academy	110	113
Benito Juarez High School	110	117
CITY TOTAL	220	230
MIAMI		
Jackson Senior High School	110	91
Miami Senior High School	110	71
CITY TOTAL	220	162
MILWAUKEE		
South Division High School	110	116
NEWARK		
Broadway Junior HIgh School	110	103
SAN ANTONIO		
Harlandale High School	110	95
ALL CITIES	**770**	**706**

APPENDIX A: SAMPLING DESIGN

NOTES

APPENDIX B: QUESTIONNAIRE DESIGN

The student questionnaire was designed to provide information about the characteristics of Hispanic ninth grade students enrolled in predominately minority high schools in major U.S. cities. Consistent with the intentions of The ASPIRA Association, Inc. Five Cities School Dropout Study , the questionnaire items were constructed to address three major research questions:

(1) What roles do community, family, school, and individual student characteristics play in the students' decisions to drop out or stay in school?

(2) How are these characteristics likely to differ among the major Hispanic student groups?

(3) Do these differences, if detected, provide additional information regarding the students' decisions to drop out or stay in school?

The questionnaire was developed in four major stages.

STAGE ONE: ITEM SPECIFICATION

A comprehensive review of the educational research literature (with special attention given to the factors specified in the High school and Beyond data base and in other studies dealing specifically with the Hispanic dropout phenomenon) suggested that the characteristics of interest in this study fell into nine major domains. Taken collectively, these nine domains provided guidelines for the initial content and construct validity analyses. The nine domains in the specification plan are detailed in Table B-1.

APPENDIX B: QUESTIONNAIRE DESIGN

STAGE TWO: ITEM WRITING

In the specification plan, standard survey research procedures and published (but not copyrighted) instruments were used to generate an item bank for each of the nine questionnaire domains. A panel of behavioral scientists, recognized for their expertise in Hispanic educational issues, survey research or the school dropout phenomenon, was used to evaluate and select specific questionnaire items from the nine item banks assembled by the project research group. This review process provided the basis to construct the pilot questionnaires.

STAGE THREE: PILOT TESTING

The pilot questionnaire was field tested in the Spring of 1986 using 50 eighth grade Hispanic students from one of the five school districts in the study sample. Eighth grade Hispanic students were chosen because they would accurately represent the actual ninth grade student population who would complete the final version of the questionnaire in the Fall of the same year. Pilot testing of the English version of the questionnaire was conducted using a heterogeneous group of Hispanic students who were proficient in English.

A four-step process was used in pilot testing with several small groups of Hispanic students. In step one, students in each group were requested to examine a questionnaire item. Next, the field test interviewer read the complete item to the group. In step three, each student responded to that item. Lastly, students were asked to seek clarification and to identify any problems with the item. This four-step process was repeated for each pilot questionnaire item. Information from this field test effort was used by the research project group to construct the final version of the English questionnaire.

APPENDIX B: QUESTIONNAIRE DESIGN

STAGE FOUR: STUDY QUESTIONNAIRE

An overview of the questionnaire used in this study is elaborated in Table B-1. The first two columns summarize the nine questionnaire domains. Column three indicates both the actual number of items in a specific domain and their placement order in the questionnaire. For example, Domain I dealt with Student Characteristics. There were 22 items in this domain. These items were questions 64 through 85 in the actual survey instrument administered in the Fall of 1986. These questions and their corresponding results are detailed in the Student Characteristics section of the chart essay.

TABLE B-1. Overview of study questionnaire.

SECTION	DOMAIN	CHART ITEMS	QUESTIONNAIRE ITEMS
I.	STUDENT CHARACTERISTICS	64-85	1-22
II.	PARENT CHARACTERISTICS	50-63	23-36
III.	LANGUAGE USAGE	86-90	37-41c
IV.	SCHOOL ENVIRONMENT	1-11	42-52
V.	SCHOOL ISSUES	12-29	53-70
VI.	HOMEWORK AND STUDYING	30-39	71-80
VII.	ACADEMIC CONCERNS	40-49	81-90
VIII.	WORKING	91-93	91-93
IX.	STUDENT PLANS	94-95	94-95

All student respondents were offered the option of answering either the English or Spanish version of the study questionnaire. Fifteen percent of the respondents chose the Spanish version, which was a direct translation of the English study questionnaire. This translation was prepared by the project research group in the Summer of 1986.

APPENDIX B: QUESTIONNAIRE DESIGN

DATA COLLECTION AND ANALYSIS

All students completed the study questionnaire in the Fall of 1986. Lead Consultants and other professional educators responsible for data collection in the schools received training in how to (1) administer this questionnaire, and (2) maintain confidentiality of subjects. Once all responses were collected, the complete set of study questionnaires and related archival data on Hispanic students in the sample were forwarded to the Principal Investigator for coding, analysis and report writing.

The Statistical Package for the Social Sciences ($SPSS^X$) was used to process all questionnaire data. An $SPSS^X$ data file was used to record all student data received from the seven study schools. $SPSS^X$ statistical routines were used to generate all the distributions reported in this chart essay.

The following organizations and institutions have been instrumental in the completion of this project and their contributions are gratefully acknowledged.

Center for Multilingual/Multicultural Studies
Florida International University
Miami, Florida

Intercultural Development Research Association
San Antonio, Texas

Latino Institute
Chicago, Illinois

CUNY–College of Staten Island
Staten Island, New York

School of Education
University of Wisconsin–Milwaukee
Milwaukee, Wisconsin

Chicago Public Schools
Chicago, Illinois

Dade County Public Schools
Miami, Florida

Harlandale Independent School District
San Antonio, Texas

Milwaukee Public Schools
Milwaukee, Wisconsin

Newark Public Schools
Newark, New Jersey

and the

Members of Local Advisory Committees who gave their valuable effort and advice

For additonal information, please contact

Janice Petrovich, Ed.D.
National Executive Director
The ASPIRA Association, Inc.
1112 16th Street, N.W.
Suite 340
Washington, DC 20036
(202) 835-3600

or

Ricardo Fernández, Ph.D.
Project Director
Enderis Hall 553
University of Wisconsin–Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201
(414) 229-4323